

**IMPROVING THE WRITING SKILLS OF GRADE VIII C STUDENTS OF
SMP N 1 SRUMBUNG THROUGH ANIMATED SHORT MOVIES
IN THE ACADEMIC YEAR OF 2013/2014**

A Thesis

**Presented as Partial Fulfillment of the Requirements for the Attainment of a
Sarjana Pendidikan Degree in English Language Education**



Saras Dhona Septia

10202244037

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF YOGYAKARTA**

2014

APPROVAL SHEET

**IMPROVING THE WRITING SKILLS OF GRADE VIII C STUDENTS OF
SMP N 1 SRUMBUNG THROUGH ANIMATED SHORT MOVIES
IN THE ACADEMIC YEAR OF 2013/2014**

A THESIS

**Saras Dhona Septia
10202244037**

Approved by the supervisor on September 25th, 2014

Supervisor



Dra. Jamilah, M.Pd

NIP. 19630103 198803 2 002

RATIFICATION SHEET

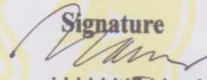
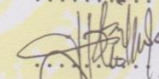

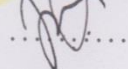
IMPROVING THE WRITING SKILLS OF GRADE VIII C STUDENTS OF SMP N 1 SRUMBUNG THROUGH ANIMATED SHORT MOVIES IN THE ACADEMIC YEAR OF 2013/2014

A THESIS

Saras Dhona Septia

10202244037

Accepted by the board of examiners of English Education Department, Faculty of Languages and Arts, Yogyakarta State University on October 16th, 2014 and declared to have fulfilled the requirements to attain *Sarjana Pendidikan* Degree in English Education.


Board of examiners			
Position	Name	Signature	Date
Chairperson	: Drs. Suharso, M.Pd.		16-10-2014
Secretary	: Siti Mahripah, M.App.Ling		16-10-2014
Examiner 1	: Dra. Nury Supriyanti, M.A.		16-10-2014
Examiner 2	: Dra. Jamilah, M.Pd.		16-10-2014

Yogyakarta, October 16th, 2014

Faculty of Languages and Arts

Yogyakarta State University

Dean


Prof. Dr. Zamzani, M.Pd.

NIP 19550505 198011 1 001

PERNYATAAN

Yang bertandatangan dibawah ini, saya:

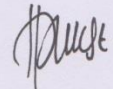
Nama : Saras Dhona Septia
NIM : 10202244037
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni
JudulSkripsi : *Improving the Writing Skills of Grade VIII C Students of SMP N
1 Srumbung through Animated Short Movies in the Academic
Year of 2013/2014*

menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak memuat materi yang ditulis orang lain kecuali bagian – bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan yang lazim.

Apabila terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 6 Oktober 2014

Penulis



Saras Dhona Septia

DEDICATION

I lovingly dedicate this thesis to my beloved parents, Fiati Yuwananingsih, S.Pd., and Yudo Purbowo who have always loved me unconditionally.

MOTTOS

“And I did not create the jinn and mankind except to worship Me.”

(Adh Dhariyat: 56)

“So which of the favors of your Lord would you deny?”

(Ar-Rahman: 13)

“Twenty years from now you will be more disappointed by the things you didn’t do than by the ones you did do. So throw off the bowlines, sail away from the safe harbor. Catch the trade winds in your sails. Explore. Dream. Discover.”

(Mark Twain)

I am not silly. I understand that with age and at different parts of your career, you have different challenges.

(Frank Lampard)

“Jadi intinya kejar mimpi lo. Kenapa dibilang kejar? Karena lo berlari untuk mendapatkan mimpi itu, bukan jalan. Jadi kalo lo punya mimpi, lo lari untuk dapetin mimpi itu. Lo pasti bisa, siapapun lo.”

(Petra “Jebraw” Michael)

“Tell everyone that your life is bigger than a dinosaur. You are allowed to be a dreamer because even the most absurd dream is valid.

Stay strong, passionate, and awesome.”

(Saras Dhona Septia)

ACKNOWLEDGMENTS

Alhamdulillahirobbil'alamin, the greatest praise is only to Allah SWT, the Almighty and the Merciful who has never stopped blessing me. Shalawat is also sent to Prophet Muhammad SAW who has delivered the truth to human beings.

I would like to express my greatest gratitude to my supervisor, Dra. Jamilah, M.Pd., who has guided, supported, motivated and given me valuable suggestions, advice, and corrections during the process of writing this thesis.

I greatly appreciate the big family of SMP N 1 Srumbung, especially Cipto Jati Kusumo, S.Pd., the principal, Elok Sri Tarbiyah, M.Pd., the English teacher and the students of Class VIII C for their support, cooperation and participation.

My special thanks go to my beloved parents, Fiati Yuwananingsih, S.Pd., and Yudo Purbowo, and also my sisters, Safira Salsabilla and Sania Az Zahra for their endless love, care, prayers, supports, and motivation.

A million thanks go to these amazing people: Meta Swasti Naraswari for being my collaborator who has always accompanied me during this research; Feri Rokhyani Thohid, S.Pd. and Ardina Shofiyah for being my older sisters as well as my second and third supervisors; Pamela Yeni Purwastri, Khoirun Nisak, Tyas Utami, and Dwi Mufit Wijayanti for being my best friends; all my classmates of class H English Education Department 2010, Fun English Club 2014 team, KKN-PPL UNY SMP N 1 Mungkid 2013 squad and the big family of the fourth division of English Department Student Association (EDSA), especially English Movie Appreciation Community (EMAC) 2010-2011 and 2011-2012 for the warm friendship and priceless memories.

I hope that this thesis will be useful for the readers. However, I realize that this writing is still far from being perfect. Therefore, any criticism, corrections, and suggestions will be appreciated.

Yogyakarta, October 6th, 2014

The Writer

TABLE OF CONTENTS

TITLE PAGE	i
APPROVAL SHEET	ii
RATIFICATION.....	iii
<i>PERNYATAAN</i>	iv
DEDICATION	v
MOTTOS	vi
ACKNOWLEDGEMENTS	vii
TABLE OF CONTENTS	viii
LIST OF TABLES	xi
LIST OF FIGURES	xii
ABSTRACT	xiii

CHAPTER I: INTRODUCTION

A. Background of the Research	1
B. Identification of the Problems.....	4
C. Limitation of the Problems	5
D. Formulation of the Problem	6
E. Objectives of the Research.....	6
F. Significance of the Study	7

CHAPTER II: LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Theoretical Descriptions	
1. Writing	
a. The Nature of Writing	8
b. Types of Writing Performances	11
c. Micro- and Macro-Skills of Writing	12
2. Teaching Writing	
a. The Goals of Teaching Writing	13

b. Approaches of Teaching Writing.....	14
c. The Role of Teachers.....	16
d. Teaching Writing in Junior High Schools	17
e. Assessing Writing	19
3. Animated Short Movies in Language Teaching	
a. The Nature of Animated Short Movies.....	23
b. The Advantages of Animated Short Movies.....	24
c. Animated Short Movies as Media in Teaching Writing	24
4. Recount Texts and How to Teach Them	
a. The Nature of Recount Texts.....	25
b. How to Teach Recount Texts.....	26
B. Related Studies.....	27
C. Conceptual Framework	28

CHAPTER III: RESEARCH METHOD

A. Type of the Research.....	30
B. Research Setting.....	31
C. Data Collection	32
D. Validity and Reliability of the Research	36
E. Research Procedure.....	40

CHAPTER IV: RESEARCH FINDINGS AND DISCUSSION

A. Reconnaissance	
1. Identifying Field Problems	42
2. Selecting the Problems to Solve	51
3. Determining the Actions to Overcome the Problems	53
B. Report of Cycle I	
1. Planning	55
2. Implementing and Observing the Actions	58
3. Reflecting the Actions.....	64
C. Report of Cycle II	
1. Planning the Actions	72

2. Implementing and Observing the Actions	75
3. Reflecting the Actions.....	80
D. General Findings and Discussion.....	87
 CHAPTER V: CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS	
A. Conclusions.....	91
B. Implications.....	94
C. Suggestions	96
 REFERENCES	
98	
 APPENDICES	
100	
A. Course Grid.....	101
B. Lesson Plans.....	120
C. Observation Checklist.....	148
D. Field Notes.....	160
E. Interview Guidelines and Transcripts.....	177
F. The Students' Writing Samples.....	192
G. The Students' Writing Scores.....	205
H. Attendance List.....	218
I. Photographs.....	220
J. Permit Letters.....	226

LIST OF TABLES

	page
Table 1 : Standard of Competence and Basic Competence of Writing Skills for Junior High School Students Grade VIII Semester 2	19
Table 2 : Jacob et al.'s Scoring Profile.....	20
Table 3 : The Students' Writing Score Percentage in Pre-Test.....	49
Table 4 : The Means of Pre-Test Scores for Five Aspects of Text Writing.....	49
Table 5 : The Categorization of the Problems.....	50
Table 6 : The Selected Problems and the Indicators.....	52
Table 7 : The Actions Implemented to Solve the Problems.....	53
Table 8 : The Students' Content Score Percentage in Cycle 1.....	66
Table 9 : The Comparison between Pre-Test and Cycle 1 Test Scores for Vocabulary Mastery Aspect.....	68
Table 10 : The Comparison between Pre-Test and Cycle 1 Test Scores for Organization, Language Use and Mechanics Aspects of Text Writing....	69
Table 11 : The Students' Writing Score Percentage in Cycle 1.....	71
Table 12 : The Means of Cycle 2 Test Scores for Organization, Language use and Mechanics Aspects of Text Writing.....	83
Table 13 : The Students' Means Scores in Post Test.....	86
Table 14 : The Progress of the Students' Writing Ability from Cycle 1 to Cycle 2.....	87
Table 15 : The Means of the Test Score for Five Aspects of Text Writing.....	88

LIST OF FIGURES

	page
Figure 1 : The Spiral Model by Kemmis and McTaggart.....	31
Figure 2 : The Sample of the Students' Writing in Pre-Test.....	48
Figure 3 : The Screen-shoots of the animated short movie entitled "Alarm "	56
Figure 4 : The Sample of Students' Writing in Cycle 1.....	69
Figure 5 : The Screen-shoot of the animated short movie entitled "Take Me Home ".....	72
Figure 6 : The Screen-shoot of the animated short movie entitled "No Light"	73
Figure 7 : The Pie Diagram of the Students' Writing Skills Condition in Cycle 2.....	85
Figure 8 : The Graph of Students' Writing Scores in the Five Aspects.....	88

**IMPROVING THE WRITING SKILLS OF GRADE VIII C STUDENTS OF
SMP N 1 SRUMBUNG THROUGH ANIMATED SHORT MOVIES
IN THE ACADEMIC YEAR OF 2013/2014**

**Saras Dhona Septia
10202244037**

ABSTRACT

This research aims at improving the writing skills of students of SMP N 1 Srumbung Grade VIII C in the academic year of 2013/2014 through animated short movies.

This study was action research that was conducted in two cycles. Each cycle consisted of two meetings. The subjects of the research were 32 students of Class VIII C of SMP N 1 Srumbung. The data collected were qualitative in nature but also supported by quantitative data. The qualitative data were gained through observation and interview. The data were in the form of field notes, interview transcripts, and photographs. Meanwhile, the quantitative data were collected from various kinds of writing tests. This research used five criteria of validity, namely democratic validity, outcome validity, process validity, dialogic validity, and catalytic validity. Furthermore, to enhance the trustworthiness of the research, the researcher implemented two of four kinds of triangulations, namely time triangulation and investigator triangulation. The actions implemented in this research were using animated short movies, making use of the LCD projector optimally to show the teaching and learning materials and the media, providing vocabulary practices, giving more explanations related to the organization, language use, and writing mechanics aspects, and giving worksheets and providing guidance.

The results of the research show that the use of animated short movies that was supported by the other actions improved the students' skills in writing recount text. The actions made significant improvements of the students' writing in the aspects of content, organization, language use, vocabulary, and mechanics. Moreover, by comparing the means of each writing aspect scores from pre-test to post-test, it can be concluded that the mean scores of each aspect increased. In reference to the students' writing scores, the students' mean value is 5.54 for the content, 3.59 for the organization, 3.62 for the vocabulary, 7.47 for the language use, and 1.28 for the mechanics. In addition, the use of animated short movies was able to improve the students' interest, motivation, and attitudes toward the teaching and learning process.

CHAPTER I INTRODUCTION

A. Background of the Research

The use of English as an International language is very important for people in their daily life, especially to face the globalization era. It plays an important role in communication which mostly many people involved in. English is very important and has many interrelationships with various aspects of life owned by human being. Based on the School-Based Curriculum 2006 proposed by the Indonesian National Education Department, students are expected to be able to access knowledge using English. Therefore, English as a compulsory object is an important subject to be acquired by students of Junior High School (SMP/ MTS).

There are four macro skills in English: listening, speaking, reading, and writing. Writing which belongs to productive skills is considered as a difficult skill to be mastered. Students need to consider some aspects such as content, organization, language use, vocabulary, and writing mechanics. However, writing is an important skill to be taught just as other skills. Therefore, it is written in today's curriculum.

There are some reasons why writing is important to be mastered by the students. First, writing is a means of communication used in the daily life. Writing may help them express their ideas when they are not confident to say them. Their messages can be delivered in the more structured and well-ordered way. Secondly, good writing may lead them to get a better career. People need to write in almost all aspects of their life, such as for writing papers, journals, theses, job

applications, business proposals, and so on. Based on those reasons, teaching writing in a right way is a must in order to help students develop their writing comprehension.

Based on the observation, interviews with the English teacher and the students, and the pre-test that were done on April 2014, the researcher found some problems. The first one was related to the students' writing skills. They found difficulties in generating ideas because they felt confused about what they had to write. They only wrote some sentences which had less supporting ideas. Moreover, the students often used inappropriate word choices since they lacked vocabulary. They also had difficulties in arranging sentences, organizing paragraphs, applying the grammatical rules, and demonstrating mastery of writing mechanics. It can be concluded that the students' writing skills were still low. The other problems were their behaviors during the teaching and learning process. Most of them were passive during the lesson. When the teacher asked them a question, there were only few students who answered it voluntarily. Many of them also did not pay attention to the teacher and talked to their friends while the teacher gave explanations. Moreover, they seemed reluctant to check every difficult word in their dictionary. They preferred to ask the meaning of the difficult words to the researcher or the other students.

The problems above could be caused by many factors. Based on the interviews, the researcher found out that the students got limited time to do writing practices. Once they did writing practices, they only asked to write a text without any supporting activities and guidance. Furthermore, the students usually

did some tasks in the LKS and textbooks rather than learned writing by using various kinds of activities and media. The students' interest toward the teaching and learning process was low.

Considering the benefits of writing skills for English language learners, the researcher thought that there should be some efforts to improve the students' writing skills. The researcher proposed animated short movies to be implemented in the teaching and learning writing especially in writing recount texts. Animated short movies were chosen because the teacher never used animated short movies in writing class before. It can be used as a visual aid in the teaching and learning process (Harmer, 2001). It is in line with Pedersen and Villekold (2005) who state that animated short movies have many benefits for the junior high school students as adolescent learners. Since the students had difficulties in generating the ideas, animated short movies strengthen the creative mind. Animation and imagination are closely connected which makes it possible to use animated short movies with the adolescent learners. Moreover, the teaching and learning process will be more interesting that was expected to increase the students' interest toward the teaching and learning process. As for those reasons, an effort to improve the students' writing skills on recount texts using animated short movies which was supported by the other actions was necessary to be done.

B. Identification of the Problems

The researcher carried out an observation, interviews with the English teacher and the students, and a pre-test in Grade VIII C of SMP N 1 Srumbung to identify the problems influencing the students' writing skills. Based on the observation, interviews, and pre-test, the researcher found several problems.

The first problem was related to the students. They had difficulties in writing since they got limited time to do writing practices. They were confused about what they had to write. Based on the pre-test results, most of them only wrote some sentences that lacked details. Their writing was also less organized and somewhat choppy. Moreover, they lacked vocabulary. This condition was compounded by their habits that seemed reluctant to check every difficult word in their dictionaries. They preferred to ask the meaning of difficult words to the researcher or other friends. Furthermore, they found difficulties in applying the grammatical rules. They had frequent errors of tenses, prepositions, pronouns, and articles. In addition, they did not demonstrate good writing mechanics. Their writing contained many errors of capitalization, spelling, and punctuation. The other problems were related to their habits during the teaching and learning process. Most of them were passive during the lessons. They did not pay attention to their teacher and talked to their friends while the teacher gave explanations. It could be indicated that they felt bored during the teaching and learning process.

The second problem was related to the teaching and learning media. In the teaching and learning process, the teacher rarely used interesting media such as pictures, videos, and movies. Furthermore, the LCD projector was rarely used in

the teaching and learning process. In addition, the researcher found that the students did not get any clue when they were doing their writing. As a result, they found difficulties in generating and organizing their ideas.

The third problem was related to the teaching and learning activities. The teaching and learning activities focused more on reading skills. There were less supporting activities provided for the students before they did their writing. Moreover, they did not get any guidance while they practiced writing. Those factors influenced their writing fluency and accuracy.

Based on the problems above, the researcher assumed that an action to improve the students' writing skills was necessary to be conducted. She applied the use of animated short movies that was supported by the other actions to be a proper solution to the problems.

C. Limitation of the Problems

Considering the explanations about the problems, the researcher decided to focus on the problems related to the efforts to improve the students' writing skills. She proposed to use animated short movie regarding to the strengths that it has.

According to Pedersen and Villekold (2005), animated short movie has many advantages for the teaching and learning process. It is popular among students, especially adolescent learners. Moreover, it does not take up a lot of space in regular teaching situation. Since the students had difficulties in generating ideas, animation and imagination are closely connected which makes it possible to use animated short movies with junior high school students. Moreover

animation strengthens the creative minds. In addition, Azhar (2001:49) states that movies play a role as a tool to encourage students to learn. In brief, the use of animated short movies that was supported by the other actions like giving explanations, examples, guidance and worksheets could be implemented to improve the students' writing skills as well as made the teaching and learning process interesting.

D. Formulation of the Problem

Based on the identification and delimitation of the problems presented above, the research problem is formulated as: how can animated short movies be used to improve the writing skills of Grade VIII C students of SMP N 1 Srumbung?

E. Objectives of the Research

Related to the formulation of the problem, the objective of this research is to improve the writing skills of Grade VIII D students of SMP N 1 Srumbung by using animated short movies.

F. Significance of the Research

The findings of the research can contribute some advantages to the teacher, the students, and other researchers.

1. For the English teacher

The research findings will contribute to enrich the teacher's knowledge of teaching writing skills. Furthermore, the teacher will get a description of how to teach and to motivate the students to learn English using interesting media, especially on writing recount texts.

2. For the students

The use of animated short movies may help the students to improve their writing skills as well as their motivation in learning English. This research also gives them opportunities to do writing practices.

3. For other researchers

This research can be a reference when they are going to conduct similar research on the same topic.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Literature Review

1. Writing

a. The Nature of Writing

Writing has been viewed in several ways by some experts. Chesla (2006) describes writing as a purposeful way a writer expresses his ideas about a subject to his audiences. It is in line with Langan (2008) who states that writing is a form of communication to express thinking and feeling. It is clear that a writer will produce a work to communicate his ideas and feeling about something. In order to deliver messages through writing, people need to decide the ideas that they want to express. According to Nunan (2003), writing is both a physical and a mental act. Writing is an act of delivering ideas through some media so it is called a physical act. Meanwhile, writing is also a mental act of finding ideas and thinking about how to express and to organize the ideas into sentences and paragraphs. Nevertheless, writers usually find difficulties in generating and organizing the ideas. They were confused about what to write and how to write. It is in line with Richards and Renandya (2002) who state that writing is the most difficult skill among others.

Since writing is not an easy skill, writers need to go through a process to produce a good work (Oshima and Hogue, 1999). Based on Blanchard and Root (2004) writers should think of writing as a process involving the following steps. The first step is prewriting. It is where writers generating ideas, planning, and

organizing ideas. The second one is writing itself. In this step, writers use their ideas to write the first draft. The last step is revising and editing. In this last step, writers will improve what they have written in the first draft. Meanwhile, Harmer (2006) divides the process of writing into four stages: planning, drafting, editing, and final version. The following explanation is about the description of each stage.

1) Planning

There are three main issues that are needed to be considered by writers: purpose, audience, and content structure. Purpose will influence the text type, the language used, and the information included. Audience is they who will read the product. Writers have to choose the suitable language according to the kind of the readers. Thirdly, content structure is about the way to arrange the facts, ideas or arguments that are decided to be included. In short, planning is about gathering materials that are needed to construct a product. In the other word, it is the framework of a product that will be expanded in the next stage.

2) Drafting

It is the first version of a piece of writing. After writers get the materials, they will arrange them into a draft. Writers will construct a text with an assumption that it will be amended later in the editing stage. There will be many drafts created after editing since the process is cyclical before getting the final version.

3) Editing

In this stage, writers will reflect their work to see whether there are some mistakes or any unclear idea. Perhaps there are some ungrammatical or less structure sentences. Then, writers may revise their work by rewriting the idea using another form of words, adding some additional information, or correcting the ungrammatical sentences. It will be better to ask for comments and suggestions from other people to make suitable revisions.

4) Final Version

Final version is the product that is ready to be read by audiences. The final version may be different from the original plan and the first draft because it has edited and revised for many times. It is clear that there is less mistakes or ungrammatical sentences.

Besides the process, writers also need to take care of the language. Written language is complex at the level of clause (Richards and Renandya, 2002). It consists of many constituent parts: content organization, originality, style, fluency, accuracy, or using appropriate rhetorical forms of discourse. In addition, Harmer (2001) claims the grammar rules and the use of vocabulary are also necessary to be noted.

In summary, writing is both a process and a product. Writers have to plan, draft, and edit or revise before getting the final version. The process is sometimes cyclical that follows by producing a work. The final version of a written product should have a good language in order to deliver messages to the reader clearly.

For those reasons, writers need a lot of practices to fulfill their needs as language learners so they can produce a good work.

b. Types of Writing Performance

There are many types of writing performance. Based on Brown (2004) there are four kinds of writing performance: imitative, intensive (controlled), responsive, and extensive. Those are:

1) Imitative

This type of writing is suitable for learners in the beginning level. They need basic training of writing letters, words, punctuation and simple sentences. They will try to master the mechanics of writing. It focuses more on form than context and meaning.

2) Intensive (controlled)

At this level, learners will try to produce language to show their competence in grammar, vocabulary, or sentence formation. It is not necessary to deliver messages for an authentic purpose. This kind of writing is just like a mini real writing.

3) Responsive

In this stage, learners have to master the basic of sentence-level-grammar. Learners will write in the more complex way like connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs. They will also learn to write many genres of writing like simple narratives and descriptions, reports, summaries, etc. It emphasizes more on context and meaning.

4) Extensive

This level of writing focuses on achieving a purpose, organizing and developing ideas logically, using details to support or illustrate ideas, demonstrating syntactic and lexical variety. In other words, learners will write academic writing like essays, researches, or even a thesis. It is suitable for them who belong to the higher level proficiency of writing.

c. Micro- and Macro-skills of Writing

According to Brown (2004: 221), micro- and macro-skills of writing are two aspects that have to be considered by teachers to choose the right assessment procedure of writing. Moreover, the micro-skills are exactly more appropriate to be applied in imitative and intensive writing performance while the macro-skills are necessary to be applied in responsive and extensive ones. The micro- and macro-skills of writing are presented as follows.

Micro-skills of writing:

- 1) Produce graphemes and orthographic patterns of English.
- 2) Produce writing at an efficient rate of speed to suite purpose.
- 3) Produce an acceptable core of words and using appropriate word order patterns.
- 4) Use acceptable grammatical system (e.g. tense, agreement, pluralisation), patterns and rules.
- 5) Express a particular meaning in different grammatical forms.
- 6) Use cohesive devices in written discourse.

Macro-skills of writing:

- 1) Use the rhetorical forms and conventions of written discourse.
- 2) Approximately accomplish the communicative functions of written texts according to form and purpose.
- 3) Convey links and connections between events and communicate such relations as main idea, supporting generalization, and exemplification.
- 4) Distinguish between literal and implied meanings when writing.

- 5) Correctly convey culturally specific references in the context of the writing text.
- 6) Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation using prewriting devices, writing with fluency in the first draft, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

2. Teaching Writing

a. The Goals of Teaching Writing

There are four reasons of teaching writing to students according to Harmer (1998) including reinforcement, language development, learning style, and writing as a skill. Those are explained as follows.

1) Reinforcement

Writing is used as a means of reinforcing language that has been studied. Students will get opportunities to remember new language and rewrite using new language after they have studied it.

2) Language Development

The process of writing gives students opportunities to learn from their experiences. These experiences will lead them to develop their language.

3) Learning Styles

Every student has different learning styles. Some students may learn best just by reading and listening while others may take little longer. Writing is one way for such learners to produce language after think things through.

4) Writing as a Skill

Writing is a basic language skill as important as speaking, listening and reading. Therefore, it is reasonable to teach writing. Writing enables students to

learn how to write various genres of writing and to know some of writing's special conventions like punctuation, paragraph construction, etc. Teacher's role is to give them that skill.

In summary, the goals of teaching writing are to give students opportunities to write what they have studied using new language, to develop their language based in line with their experiences, to facilitate such students with special learning style and to give them the skill of writing.

b. Approaches of Teaching Writing

There are some approaches to teach writing. Harmer (2001) suggests four approaches that can be used. Teaching writing may be focused on the process or product, several genres, creative writing, and writing individually or cooperatively. Moreover, Kern (2000) proposes three main approaches: product-oriented approach, process-oriented approach, and genre-based approach. Therefore, teacher must decide the one is better and suitable for students' condition. The most popular approaches are product-oriented approach, process-oriented approach, and genre-based approach. The explanation of those approaches will be presented as follow.

1) Product-oriented approach

The final product is the main goal of this approach. Based on Kroll (1997) in Tangkiengsirisin (2006), the main interest is not the quality of ideas or expressions but in the correct use of formal linguistics features. Learners are expected to create certain types of paragraphs that reflect on accurate grammar

and organization. It means that the content, organization, grammar, vocabulary, and writing mechanics are the aspects of scoring criteria. It disregards the fact that the aim of writing is to communicate something. Learners will think that purpose of writing is to produce texts for teachers to evaluate, not to communicate meaningfully with another person (Nunan, 1991).

2) Process-oriented approach

According to Harmer (2001), this approach aims to get the heart of various skills that should be employed on writing. Learners should pay attention on many stages that any piece of writing goes through. They need to consider the procedure of putting together a good piece of work by doing pre-writing, editing, redrafting, and finally getting the final version. Learners act as independent writers while teachers act as a supporters.

3) Genre-based approach

Tangkiengsirisin (2006) states that this approach is able to enhance the students' awareness and understanding of the conventions of writing so they can construct well-formed texts that are appropriate to readers. It focused on how the students structure and organize the texts so that they can produce effective text for written communication.

Furthermore, according to Feez and Joyce (1998), the cycle of teaching and learning activities in the genre-based approach consists of five stages. Each of the stage is designed with different types of activities. Those stages are building the context, modelling and deconstructing the text, joint construction of the text, independent construction of the text, and linking related texts. In the building the

context stage, the students are introduced to the background knowledge of the text-type being studied. In the next stage, the students investigate the structural pattern and language features of the model. After that, the students begin to contribute to the construction of whole examples of the text-type in the joint construction of the text stage. In this stage, they start to practice writing collaboratively with the teacher, groups, or peers. Furthermore, the independent construction of the text stage requires the students to work independently with the text. Their writing is used for achievement assessment. Moreover, the last stage enable the students to investigate how and what they have learnt in this teaching and learning cycle by relating the text-type they have studied to other texts in the same or similar contexts.

c. The Role of Teachers

In order to achieve the goals, teachers have several roles that may be varied from before, during and after students writing (Harmer, 2004). Those are explained as follows.

1) Demonstrating

It is the role that is done before students writing. Teachers have to make students being aware of writing conventions and genre constrains in specific types of writing,

2) Motivating and provoking

Teachers may help to provoke their students to generate the ideas, engage ways of getting students involved in a particular writing task, and persuade them

about the interesting things they can get from the activities. Sometimes, to start a writing task, teachers may provide them vocabulary they need.

3) Supporting

Students need a lot of help when they are writing. Teachers may support them by helping them to write down their ideas or any overcome difficulties.

4) Responding

Teachers may respond to students' written work by commenting on the content, correcting any mistakes and often give them suggestions. It is done as part of a process.

5) Evaluating

It is the last role for teachers in teaching writing. Evaluating students' work can be done by doing some corrections on their final version and may award grades. It aims to make students learn from their result and may be considered as their experience to develop their writing in the next task.

In short, teachers have some important roles in teaching writing. They should be facilitators from before, during, and after students writing so they can help students produce a good writing.

d. Teaching Writing in Junior High Schools

Teaching students in the age of junior high schools should be different from the way to teach children or adult. Atkinson and Sturges (2003) reveal several characteristics of adolescent learners as follows.

1) Intellectual

Learners are curious, motivated to achieve when challenged, and capable of critical and complex thinking.

2) Social

They have an intense need to belong and be accepted by their peers while finding their own place in the world. They are engaged in forming and questioning their identities on many different levels.

3) Physical

They are mature at varying rates and go through rapid and irregular physical growth, with bodily changes that can cause and uncoordinated movements.

4) Emotional and Psychological

They are vulnerable and self-conscious, and often experience unpredictable mood swings.

5) Moral

They are idealistic. They have willingness to change something to be better.

However, teachers need to know the characteristics of teenage students as the consideration of choosing the suitable strategies of teaching. Furthermore, according to the regulation of the Indonesian National Education Department, there are some competencies that need to be achieved by students written in the standard of competence and basic competence. The table below reveals the content of the standard of competence and basic competence for junior high school students of Grade VIII in the second semester.

Table 1: Standard of Competence and Basic Competence of Writing**Skill for Junior High School Students of Grade VIII Semester 2.**

Standard of Competence	Basic Competence
12. Expressing meaning within short written functional texts and essays in the forms of recount and narrative in the context of daily life.	12.1 Expressing meaning within short functional texts using written language accurately, fluently, and appropriately in the context of daily life. 12.2 Expressing meaning and rhetorical steps within short essays using written language accurately, fluently, and appropriately in the context of daily life in the form of recount and narrative.

From the table above, students must learn some short functional texts like advertisement announcement, and invitation. They will also learn short essays such as recount and narrative. However, this research would only focus on recount text.

e. Assessing Writing

Another important thing to be considerate in teaching writing in the classroom is how to assess students' writing. There are three types of scoring method based on Brown (2004). Those are hoistic, primary trait, and analytical scoring.

1) Holistic scoring

According to Weigle (2002) holistic scoring is done by assigning a single score after reading overall text. It views the written product as a whole without paying too much attention to the details. This scoring cannot diagnose the

students' writing skills since the teacher cannot rate the five aspects of writing such as content, organization, vocabulary, language use, and mechanics.

2) Primary trait scoring

Primary trait scoring focuses on how well the students can write within narrowly define range of discourse (Weigle, 2002: 110). It emphasizes on how writers achieve the goal of the written text effectively. It focuses more on the function of the text and implicitly evaluates the aspects such as organization, fluency, and syntactic variety.

3) Analytical scoring

According to Weigle (2002), analytical scoring is used to assess the students' writing based on the aspects of writing such as content, organization, vocabulary, language use, and mechanics. It is the most appropriate scoring method to apply in the classroom. One of the most popular analytical scoring rubrics is proposed by Jacob *et al* in Weigle (2002).

Table 2: Jacob *et al*'s Scoring Profile

Aspect of Writing	Score	Category	Criteria
Content	30-27	Excellent to very good	knowledgeable; substantive; thorough development of thesis; and relevant to assigned topic
	26-22	Good to average	some knowledge of subject; adequate range; limited development of thesis; mostly relevant to topic but lacks detail
	21-17	Fair to poor	limited knowledge of subject; little substance; inadequate development of topic
	16-13	Very poor	does not show knowledge of subject; non-substantive; not pertinent; or not enough to evaluate

(Continued)

(Continued)

Aspect of Writing	Score	Category	Criteria
Organization	20-18	Excellent to very good	fluent expression; ideas clearly stated/supported; succinct; well-organized; logical sequencing; cohesive
	17-14	Good to average	somewhat choppy; loosely organized but main ideas stand out; limited support; logical but incomplete sequencing
	13-10	Fair to poor	non-fluent; ideas confused or disconnected; lacks logical sequencing and development
	9-7	Very poor	does not communicate; no organization; or not enough to evaluate
Vocabulary	20-18	Excellent to very good	sophisticated range; effective word/idiom choice and usage; word form mastery; appropriate register
	17-14	Good to average	adequate range; occasional errors of word/idiom form, choice, usage but meaning not obscured
	13-10	Fair to poor	limited range; frequent errors of word/idiom form, choice, usage; meaning confused or obscured
	9-7	Very poor	essentially translation; little knowledge of English vocabulary, idioms, word form; or not enough to evaluate
Language Use	25-22	Excellent to very good	effective complex constructions; few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions.
	21-18	Good to average	effective but simple constructions; minor problems in complex constructions; several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured.

(Continued)

(Continued)

Aspect of Writing	Score	Category	Criteria
	17-11	Fair to poor	major problems in sample/complex constructions; frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions; meaning confused or obscured.
	10-5	Very poor	virtually no mastery of sentence construction rules; dominated by errors; does not communicate; or not enough to evaluate
Mechanics	5	Excellent to very good	demonstrate mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing
	4	Good to average	occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	3	Fair to poor	frequent errors of spelling, punctuation, capitalization, paragraphing; poor handwriting; meaning confused or obscured
	2	Very poor	no mastery of conventions; dominated by errors of spelling, punctuation, capitalization, paragraphing; handwriting illegible; or not enough to evaluate

In this research, the researcher used analytical scoring method to assess the students' writing based on five categories, namely content, organization, vocabulary, language use, and mechanics.

3. Animated Short Movies in Language Teaching

a. The Nature of Animated Short Movies

Based on Azhar (2011), movies are pictures in a frame when frame by frame is projected through the projector lens mechanically so that the pictures in the screen look alive. In short, movies are series of moving pictures about a story that look alive in the screen.

There are four kinds of movies proposed by Bordwell and Thomson (1997: 50) that was cited on Akmala (2011). One of them is animated movies. Animated movies are distinguished from live-action ones by the unusual kinds of work that are done at production stage. They do not do continuously filming outdoor action in the real time, but they create a series of images by shooting one frame at a time. Moreover, Webster defines animation as (a) a motion picture made by photographing successive positions of inanimate objects (as puppets or mechanical parts); (b) animated cartoon, a motion picture made from a series of drawings simulating motion by means of slight progressive changes.

Generally, any movie that is shown on television or at the cinema has long duration for about two hours, but short movie is one that has a running time of 40 minutes or less.

From these definitions, it can be concluded that animated short movies are ones that have pictures and models that seem to be really moving by the use of single-frame cinematography technique and has only short duration.

b. The Advantages of Animated Short Movies

Pedersen and Villekold (2005) suggest some advantages of using animated movies as follows.

- 1) Animation is popular among students, especially young learners.
- 2) With animation, no after-editing is necessary.
- 3) It is possible to reflect and analyze since animation makes it possible to be in control of the movie because one works on each picture on the movie strip – each move and cut is planned thoroughly.
- 4) It does not take up a lot of space in regular teaching situation.
- 5) Animation and imagination are closely connected which makes it possible to use animation with the youngest pupils.
- 6) Animation makes “moving in time” easy.
- 7) An animation production can combine the physical and the virtual worlds.
- 8) Animation strengthens the creative mind.

c. Animated Short Movies as Media in Teaching Writing

According to Azhar (2001: 4), media are tools to convey or deliver the messages of learning. It is a component of learning resource or physical vehicle that contains instructional material in students’ environment that can stimulate students to learn. Movie can be used as a visual aid in the teaching and learning process (Harmer, 2001: 282). Below are the guides of using animated short movies in teaching writing that are adapted from Wolf (2006).

- 1) Choose the appropriate movies.

- 2) Prepare a list of the vocabulary which is essential for describing each scene, and teach the students these words.
- 3) Review any grammatical structures that you wish students to practice.
- 4) Ask the students to watch the movies “just for fun” without writing first.
- 5) Ask the students to watch again, in preparation for writing.
- 6) Provide basic sentence patterns at first for less proficient students.
- 7) Try prompting them to encourage more detail.
- 8) Circulate throughout the room and see what students are writing. If they are missing important details, show the scene again.
- 9) Ask the students to hand in work for corrections.

4. Recount Text and How to Teach Them

a. The Nature of Recount Text

Recount texts can be considered as the most common kind of text that we can find in daily life. Knapp and Watkins (2005) state that recount text is a sequential text that does little more than a series of events that can be considered as the simplest type of narrative text. Moreover, Anderson and Anderson (1977) defines recount as speaking or writing about past events or a piece of text which retells past events organized in a chronological order.

According to Anderson and Anderson (1977), a recount text has three main parts. Each of them is explained as follows.

- 1) Orientation : The opening of the text. It is an introductory paragraph

that tells the background information about who, what, where, and when.

- 2) Events : It is usually told in a series of paragraphs that retell the events in the order in which they occurred.
- 3) Reorientation : It is a concluding paragraph. In this paragraph, writers may state their personal comments.

Furthermore, recount texts usually include the following grammatical features:

- 1) Use proper nouns to identify those involve in the text.
- 2) Use descriptive words to give details about the characters, the setting, and the events.
- 3) Use past tense to retell past events.
- 4) Use words that show the order of events, such as *first*, *second*, *next*, *finally*, and so on.

b. How to Teach Recount Text

In teaching writing on recount texts, teachers are suggested to use the Genre-Based Approach which consists of five stages of teaching according to Feez and Joyce (1998). Those stages are building knowledge of field (BKOF), modeling of the text (MOT), joint construction of the text (JCOT), independence construction of the text (ICOT), and linking related text.

In BKOF, teachers may present the context through pictures, audio-visual material, field-trips, guest speaker, and so on. In purpose of text, the activities reveal the social purpose of the text-type. Moreover, in MOT, teachers reveal the language features and the grammatical structures of the text. Furthermore, teachers gradually reduce the contribution to text construction, as the students move closer to be able to control the text-type independently in JCOT. The students are allowed to hold discussion related to the text-type in group and in pairs. In ICOT, the students are assigned to construct a text independently that will be used for achievement assessment. The last stage was linking to related texts. In this stage, the activities were comparing the use of text-type across different fields, researching other text-types used in the same field, and looking at the generic structures and the language features.

B. Relevant Studies

The first study that is relevant to this research is done by Retno Ayu Murwani Puspitasari in 2007. She conducted research to know how well the eleventh grade students of SMA N 10 Semarang master the language skills, especially the ability of writing a narrative text by using animation movies. According to her study, there is an improvement in students' writing ability and situation of the classroom. For that reason, it is recommended that the English teacher should use this media so that the students will not be bored and consequently the teaching and learning process can run well and the objectives can be achieved.

Another relevant study is conducted by Bodhi Kanti Astuti (2011) which aimed at improving the students' writing skills by using cartoon movies. The research was carried out at the eighth grade students of SMP Negeri 1 Ayah Kebumen in the academic year of 2009/2010. The result of the research shows that there are positive improvements in both students' writing skills and the class situation during the teaching and learning process. Furthermore, she concludes that the strengths of using cartoon movie in teaching writing were: the students were more motivated in joining the writing class; the movies presented the attractive moving pictures and sounds so that they got feeling of relax before they wrote their story; they paid much attention when the movies were played; and they were also more confident when they were asked to write individually.

Based on those relevant studies, the researcher will conduct action research on improving the writing skills of Junior High School students by using animated short movies.

C. Conceptual Framework

This research was conducted as the efforts of changing the condition of the students' low writing skills at Grade VIII C of SMP N 1 Srumbung. Based on the observation and the interviews, the researcher and the collaborator found out that the main factor causing the problems was the limited opportunity that the students got to do writing practices. As stated before, the students had difficulties in almost all aspects of writing, such as content, organization, vocabulary, grammar, and mechanic. First, they had difficulties in generating their ideas. It can be seen from

the results of the pre-test. They were confused of what they had to write that led them to write some sentences that lacked detail. Moreover, their writing was less organized and somewhat choppy. They had difficulties in arranging sentences and paragraphs. Next, the students lacked vocabulary so they often used inappropriate word choices. Furthermore, they could not apply the grammatical rules that can be seen from the errors found in the students' writing. Then, the students made many errors of spelling, punctuation, and capitalization. In addition, the teacher did not provide the students with sufficient media and interesting activities to make the students interested in the teaching and learning process, especially in writing.

As what is stated earlier, media are able to facilitate the students to reach the goal of teaching and learning as well as to improve the students' motivation. The researcher decided to use animated short movies as media in teaching writing to overcome those problems since it has many advantages. First, animated short movies may help the students to gain ideas that they want to write. Secondly, animated short movies are able to stimulate the students to produce well-sequenced and organized writing. Third, the implementation of animated short movies will bring a cozy atmosphere during the lessons which are expected to improve the students' interest toward the teaching and learning process. In addition, the use of animated short movies will be accompanied by the other supporting actions. The implementation of those actions is expected to improve the students' skills in all aspects of writing.

CHAPTER III RESEARCH METHODOLOGY

A. Type of the Research

This research aimed at improving the students writing skills on recount text. Therefore, the type of this research is action research. According to Bassey in Koshy (2005:8), action research is a research which has a purpose to evaluate and then change something in order to improve the educational practice. Likewise, McMillan and Schumacher (2010:444) states that action research can be defined as an approach implemented by academicians to make a change in teaching and learning practices that is usually conducted collaboratively.

Burns (1999:30) stated that there are four characteristics of action research. First, action research is contextual, small scale, and localized as if identified and investigates problems within a specific situation. Second, it is evaluative and reflective as if aims to bring about change and improvement in practice. Third, it is participatory as if provides for collaborative investigation by teams or colleagues, practitioners, and researchers. The fourth, the changed practice is based on the collection of information or data, which provides the impetus for change.

Burns (1999) proposes Kemmis and McTaggart's (1988) chart as the best way to represent the cycles of action research. Action research has four steps, namely planning, action, observation, and reflection. The cycle may be done more than a cycle until the researcher achieves the goal and the outcome is well satisfied. The design is illustrated as follows.

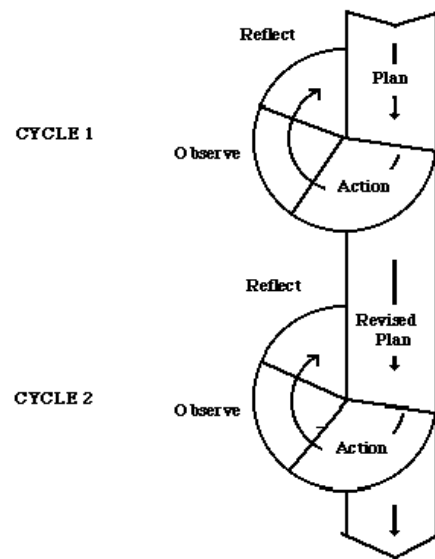


Figure 1: The Spiral Model by Kemmis and McTaggart

Based on the principles which has mentioned before, the researcher assumed that action research is the suitable way to solve the problems related to the students' writing skills.

B. Research Setting

1. Place

The research was carried out in SMP N 1 Srumbung which is located in Jln. Joyoningrat Km. 4, Srumbung, Magelang, Central Java. This school has 18 classrooms, a headmaster's office, a teachers' office, an administration office, a counseling room, a library, a mosque, a canteen, a basketball court, a volley court, a health room, two warehouse storages for sports and scout equipment, and 4 laboratories for natural sciences, languages, information technology, and sewing

skills. Furthermore, each classroom in this school is facilitated with an LCD projector.

2. Time

The research was conducted in the second semester of the academic year of 2013/2014. It was carried out from April to May 2014. In conducting the actions, the researcher followed the English schedule of this school.

3. Participants

The subjects of this research were the students of class VIII C in SMP N 1 Srumbung in the academic year of 2013/2014. There were 32 students consisting of 6 males and 26 females. The researcher also collaborated with the English teacher and her friend in the English Education Department. The English teacher helped the researcher to design the activities while the main collaborator helped her to conduct the observation, the interviews, and the assessment process. The main collaborator also had responsibilities in taking some photographs, recording the interviews, and writing additional information during the research.

C. Data Collection

1. Types of Data

The data collected were qualitative in nature but also supported by quantitative data. The qualitative data were obtained through interviews and observations. Meanwhile, the quantitative data were gained through the writing tests.

2. Data Collection Techniques

The qualitative data were gained through observations and interviews. The data were in the form of field notes, interview transcripts, and photographs. Meanwhile, the quantitative data were collected from various kinds of writing tests. Furthermore, those techniques are explained as follows:

a. Observation

There were two kinds of observations that were conducted by the researcher: a school observation and a class observation. The school observation was carried out to gain information about the condition of the school. Meanwhile, the classroom observations were conducted to know the students' and the English teacher's behaviors during the teaching and learning process. Furthermore, the collaborator conducted classroom observations during the actions of the research. The information gained during the observations were kept using field notes. In addition, to encourage the trustworthiness of the study, the photographs were useful to capture every important moment which happened during the research.

b. Interview

First, the researcher interviewed the English teacher and the students at the beginning of the research to discover the problems faced by both of them including the teachers' teaching style, the students' behavior, learning experiences, and difficulties during the teaching and learning process. Secondly, the researcher also conducted some interviews during the implementation of the actions. The researcher interviewed the collaborator to know the students' improvements and obstacles during the implementation of the actions based on

her point of view. Furthermore, the students were interviewed to know their feeling and opinions towards the use of animated short movies and the supporting actions during the actions. This kind of interview was conducted in every meeting in every cycle. Those interviews were recorded using a mobile phone and transformed into interview transcripts.

c. Writing tests

Writing tests were administered to see the students' improvement in their writing especially on recount text. There were a pre-test to know students' writing ability before the implementation of the actions, and post-test to find their writing skill development. The results of the tests then were assessed by the researcher and the collaborator. The results of those tests became one of the indicators to decide the next plan and to draw the conclusion of the research.

3. Research Instruments

In conducting the research, the researcher used some research instruments. The instruments for collecting the data will be in forms of observation checklist, field notes, interview guidelines, photographs, students' writing, and scoring rubric. Each research instrument supported each other.

First of all, an observation checklist was needed to record the observation data during the observation process by giving a tick mark (√) on the aspects that are being observed. It was useful to gain information about the condition of the teaching and learning process. Secondly, field notes were used to gain some important information that are sometimes accidentally existed in the data collection process. The third one were interview guidelines. Interview guidelines

were useful to guide the researcher in asking important questions related to the information needed for the research. The interview guidelines helped the researcher to conduct the interviews in a sequenced order. Next, important moments during the research were needed to be captured. The photographs were useful as supporting evidences for the research. Fifth, to see the students' improvement, their writings were useful to decide whether the effort was successful or not. The last instrument was a scoring rubric. A scoring rubric was needed to assess the students' writings. This rubric consists of the writing aspects or criteria, the scale of the score and also the descriptions of each criterion. The researcher used an analytic scoring rubric proposed by Jacobs et al.'s (1981) in Weigle (2002) which consists of five criteria; content, organization, vocabulary, language use, and mechanic.

4. Data Analysis Technique

After getting all of the data needed in the research, the researcher analyzed the data. There were five stages that the researcher follows in analyzing the data which was adapted from McKernan (1996) in Burns (1999: 6). Those stages included (a) assembling the data, (b) coding the data, (c) comparing the data, (d) building interpretations, and (e) reporting the outcomes.

First, the researcher assembled all of the data gained through interview, observation, and students' writing. The data were re-read and scanned to obtain general information of the collected data. The next stage was coding the data by arranging the data in more specific patterns and categorizing them into several

aspects in order to reduce the large amount of the data into more manageable categories. Then, the data were compared to identify the relationship and connection between different sources of data. In the next stage, the researcher analyzed and interpreted the meaning of the data. Finally, the researcher reported the findings with the supporting data. In this last stage, the researcher concluded whether the actions implemented were successful or not.

Besides, the students' writing which was gained from the pre-test, during the actions and the post test was scored on five aspects based on the analytical scoring rubric from Jacob *et al.* The researcher and the collaborator scored the students' writing. After getting the scores, the researcher inputted them into Ms. Excel program to find out the mean scores of each aspect of writing. Moreover, the mean scores of each aspect of writing were compared to know whether there were improvements toward the students' writing skills or not.

D. Validity and Reliability of the Research

To see whether the data were valid or not, the researcher used five criteria of validity proposed by Anderson *et al* (1994) in Burns (1999) including democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity for qualitative aspect, and content- and criterion- related evidence proposed by Brown (2004) for quantitative aspect. The explanations of each validity were described as follows.

1. Validity of qualitative aspect

a. Democratic validity

This principle allows a collaboration among the participations of the research to give their ideas or suggestions about the research. To fulfill this criterion, the researcher may hold some interviews with the English teacher and the students to obtain their opinion and view about the ongoing research.

b. Outcome validity

This validity refers to the action that leads to solve the problems. In this research, this principle can be fulfilled by the improvement of the students' writing skills as the main purpose through the use of animated short movies.

c. Process validity

Process validity concerns in the research dependability and the competency of the research. Therefore, the researcher collected the data from the beginning until the end of the research by doing observation, taking notes, and recording the interview process in order to see the students; improvement.

d. Dialogic validity

This kind of validity asks the extent of reviews from others towards the research practices and findings. In this case, the researcher conducts discussions with the English teacher and the collaborator about the findings of the research before and after the implementations of the actions.

e. Catalytic validity

This principle requires that the action research results allow the participants to have further actions. This validity is accomplished by this research since there were found some positive impacts after the implementation of the actions.

2. Validity of quantitative aspect

a. Content-Related Evidence

The objectives of the written test in this research were:

- 1) The students show logical development of ideas.
- 2) The students write an organized paragraph.
- 3) The students use the words appropriately.
- 4) The students use correct grammar and mechanics.

By writing those objectives, the researcher can ensure the content-related evidence validity because the test clearly defines the achievement that she measures.

b. Criterion-Related Evidence

In this research, the researcher used analytical scoring method to assess the students' writing based on five categories, namely content, organization, vocabulary, language use, and mechanics. All of the scoring criteria are related to the objectives mentioned above. The scoring rubric meets criterion validity since the researcher would know precisely the extent of test criteria that have been actually reached by the students.

To enhance the trustworthiness of the research, the researcher also used triangulation for qualitative aspect and inter-rater reliability for quantitative aspect.

According to Burns (1999: 164) triangulation is a way of arguing that if methods of investigation produce the same result then the data are likely to be avoided. There are four kinds of triangulations but the researcher only used two out of four. The triangulation principles that were implemented in this research were explained as follows.

1. Time triangulation

The data were collected at one point of time to get a sense of what factors are involved in the change process. This research was conducted in two cycles consisted of four meetings. The data were collected through various techniques such as observations, interviews, and writing tests.

2. Investigator triangulation

In this research, the researcher did not stand independently since this principle requires more than one observer to avoid the biased interpretation. One observer was the researcher itself and the others were the English teacher and the main collaborator.

In addition, inter-rater reliability refers to the consistency of scores that are assigned by two independent raters. In this research, the researcher and the collaborator graded the students' writing together by using analytical scoring method. It checks whether there is significant discrepancy scoring between the

researcher and the collaborator or not. If the scorings do not show significant discrepancy, it can be concluded that the test is reliable.

E. Research Procedure

The researcher followed some steps in the cycle of action research as suggested by Kemmis and McTaggart. The explanation about the steps which were implemented in each stage of the research was described below.

1. Reconnaissance

The first step was finding the school facts and analyzing them. In this study, the researcher observed the teaching and learning process in class VIII C. After that, the researcher interviewed the English teacher and the students to identify the existing problems. Furthermore, a pre-test was held as a way to identify the students' writing performances before the actions were conducted. Based on the observation, interviews and pre-test, the researcher then classified the problems.

2. Planning

The results gained from the previous step were used as a reference to design the actions and the materials for teaching writing on recount text. The actions were planned as follows:

- a. Preparing the lesson plan, the materials, the media, the scoring rubric and the other instruments.
- b. Making use of the LCD projector optimally.
- c. Using animated short movies.
- d. Providing activities that enable the students to enrich their vocabulary.

- e. Giving more explanations and models related to some aspects of writing such as organization, language use, and writing mechanics.
- f. Giving the students worksheets and providing them with guidance.

3. Implementing the action

Some actions were implemented in the classroom in two cycles. Each cycle was done in two meetings. Besides, the researcher observed, recorded the teaching and learning process and held some interviews with some students of class VIII C after the implementation of the actions. At the end of the cycle, a test was conducted to know the students' latest writing skills. All participants were involved in the research discussion based on the actions analysis. The result of the discussion was important to serve as an evaluation for the implementation of the actions to improve the next actions.

4. Reflection

In this stage, the researcher did an evaluation. At the end of the action, the researcher reflected the results and reviewed the problems occurring in the action implementation. It evaluated the process, problems, effects, and measures whether the actions were successful or not.

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

A. Reconnaissance

1. Identifying Field Problems

Before the researcher implementing the actions, she conducted an observation in the teaching and learning process, interviewed the English teacher and the students of Grade VIII C in SMP N 1 Srumbung, and held a pre-test. Those stages were done to gain information about the problems that occurred in the teaching and learning process.

First of all, the researcher did not find notable problems from the observation that was held on 26th April, 2014. Because of the limited time, she only got one chance to observe the class. The way the teacher delivered the materials and handled the students were well-managed. The only noticeable problem that the researcher got came from the students. The students' participation was not really good. Most of them were passive during the lesson. They did not pay attention to their teacher and talked to their friends while their teacher gave explanation. They also seemed reluctant to open their dictionary when they got any difficulty in getting the meaning of particular words. This situation is indicated from the field note below.

“After you read the text before, is there anybody know about the goal of an announcement? What is the social function of an announcement?”

It could be seen that there were many students who looked unwilling to answer it. However, there were also some students who tried to answer it in Indonesian.

(Continued)

(Continued)

“to give information, Ma’am”

After the teacher heard the answer, she asked the students to open their dictionary and to translate it in English. **Unfortunately, there were many students who did not bring their dictionary. Moreover, it could be seen that students who bring their dictionary seemed reluctant to use it.**

(FN. 03-26/04/2014)

Furthermore, the other thing the researcher did to identify the problems was interviewing the teacher. The interview was done on 19th April, 2014. From the interview, the researcher found three main problems that came from the teacher. First, the teacher only focused more on reading skills because she thought that it would help her students pass the examination. Writing activities were rarely held so the students did not get enough treatment to improve their writing skills. The evidences can be seen from the following interview transcript

R	: “ <i>Kalau menulis teks begitu Bu.</i> ” (“How about writing a text, Ma’am?”)
T	: “ <i>Pernah sih Mbak. Tapi mereka masih kesulitan. Lagian jarang keluar kok di soal ujian.</i> ” (“I have done it but they still found it difficult. Moreover, it rarely appears in an examination.”)
R	: “ <i>Jadi lebih sering untuk reading ya?</i> ” (“It can be said that reading activities got more attention, right?”)
T	: “ <i>Iya Mbak. Soalnya biar anak-anaknya terbiasa dan nanti gak kesusahan pas ngerjain soal ujian.</i> ” (“Yes, Miss. It aimed at familiarizing them in doing the examination.”)

(Interview Transcript 1)

Secondly, the activities that she usually did were not various. It tended to make her teaching habit not creative. She seemed like to ask the students to do tasks in LKS and sometimes discussions. She also could not distinguish whether the activities were suitable for writing or not. The following interview transcript shows the evidences.

R	: “Kalau tentang cara Ibu mengajar sendiri bagaimana? Misalnya teknik yang dipakai atau media seperti itu?” (“What are the media and techniques that you usually use?”)
T	: “Kalau teknik ya tergantung dengan aspek yang mau dipelajari. Kalau Reading dan Writing ya mungkin bisa pakai diskusi. Tapi saya juga meminimalkan grup karena peluang untuk gaduh lebih tinggi. Biasanya 1 kelompok maksimal 4 orang.” (“The technique depended on what aspect that was going to learn. For reading and writing, we could use discussion but I also minimized the members of the group because there was a high opportunity for the students to make some noises. One group usually had 4 members in maximum”)
R	: “Diskusi seperti apa yang Ibu maksudkan?” (“What kind of discussion do you mean, Ma’am?”)
T	: “Ya diskusi misalnya tentang short functional text. Nanti siswa disuruh menganalisis social function, strukturnya, sama dikasih pertanyaan-pertanyaan yang berhubungan sama isi teksnya.” (“For the example, the topic was about short functional text. The students will be asked to analyze the social function, generic structure, and to answer some questions related to the text”)
R	: “Oh jadi seperti mengerjakan soal bersama-sama ya, Bu?” (“Oh, it is like answering questions together, right?”)
T	: “Ya bisa dibilang begitu Mbak.” (“Yes. It could be said like that.”)
R	: “Kalau buat pembelajaran seperti writing sama speaking gitu biasanya kegiatannya seperti apa, Bu?” (“What activities you usually conduct in the class to teach writing and speaking, Ma’am?”)
T	: “Kalau untuk writing ya disuruh menyusun jumbled words and sentences.” (“For writing, I usually asked the students to arrange jumbled words and sentences.”)

(Interview Transcript 1)

Third, she did not use the facilities provided by the school optimally. There is a language laboratory in the school but she never took the students there. There is also an LCD projector in the class but she only uses it to show the background knowledge of the teaching and learning materials. It can be proven by the following interview transcripts.

R	: “ <i>Oh baik kalau begitu, Bu. Pertanyaan selanjutnya, dalam mengajar media apa saja yang Ibu gunakan?</i> ” (“What media that you use in your class?”)
T	: “ <i>Saya pakai LCD biasanya Mbak untuk menampilkan materi. Biasanya untuk short functional text. Kalau untuk teks-teks yang panjang pakai LKS ,Mbak.</i> ” (“I used LCD projector to show the materials. It was usually for short functional texts. For the lengthy texts, I asked the students to do the LKS.”)

(Interview Transcript 1)

Next, the researcher also interviewed some students to gain more information. The interviews were conducted on 26th April, 2014 after observing the teaching and learning process. From the interviews, it was confirmed that the students got limited time to learn writing. It affected on their writing abilities. They found it difficult in writing because the teacher concerned more on their reading skill so there were less writing activities. The writing activities were also not various since the teacher only asked them to arrange jumbled words and sentences, to do the tasks in the LKS and textbook, and then to write a text without any supporting exercises. This problem can be shown by the following interview transcripts.

R	: “ <i>Kegiatannya apa saja kalau di kelas?</i> ” (“What activities do you usually do in the class?”)
S	: “ <i>Ya mengerjakan soal di LKS. Atau kalau nggak diskusi sama teman.</i> ” (“We assigned to do the tasks in the LKS or to hold discussion.”)
R	: “ <i>Yang paling susah apa menurut kamu?</i> ” (“What is the most difficult for you?”)
S	: “ <i>Ya paling teks-teks begitu. Soalnya panjang sih jadi susah.</i> ” (“It was difficult in dealing with texts. The lengthy texts made it difficult.”)
R	: “ <i>Biasanya teksnya diapain?</i> ” (“What do you usually do with the texts?”)
S	: “ <i>Disuruh menganalisis gitu.</i> ” (“The teacher asked us to analyze them.”)

(Continued)

(Continued)

R	: “ <i>Kalau nulis teks?</i> ” (“How about writing lengthy texts”)
S	: “ <i>Pernah sekali.</i> ” (“It had been once.”)
R	: “ <i>Teks apa?</i> ” (“What text was it?”)
S	: “ <i>Recount text tentang pengalaman.</i> ” (“We wrote a recount text about our experiences.”)

(Interview Transcript 2)

R	: “ <i>Gimana menurut kamu?</i> ” (“What do you think about it?”)
S	: “ <i>Susah, Miss.</i> ” (“I found it difficult, Miss.”)
R	: “ <i>Susahnya gimana?</i> ” (“How difficult is it?”)
S	: “ <i>Soalnya jarang belajar menulis terus susah bikin kalimatnya.</i> ” (“We rarely learned to write. It was also hard to construct sentences.”)

(Interview Transcript 3)

R	: “ <i>Kalau pas writing pake media gambar atau film pernah tidak? Misalnya pas kamu nulis recount text pake petunjuk gambar gitu.</i> ” (“When the teacher taught you to write, did she use media like pictures or films? For example, when you were writing a recount text, was there any clue like pictures or something like that?”)
S	: “ <i>Belum pernah. Yang seperti apa ya, Miss?</i> ” (“Never. What does it like?”)
R	: “ <i>Misalnya ada gambar orang bangun tidur. Setelah itu ada gambar orang makan, nonton TV, dan seterusnya.</i> ” (“For example, there is a picture of someone who wakes up. After that, there is a picture of someone who eats something, watches television, and so on.”)
S	: “ <i>Ooh... belum pernah.</i> ” (“We had never done it before.”)
R	: “ <i>Jadi pake LKS terus ya?</i> ” (“It means that you always use the LKS, right?”)
S	: “ <i>LKS sama buku paket.</i> ” (“Yes. We used the LKS and textbook.”)

(Interview Transcript 4)

Besides, the researcher also conducted a pre-test on the same day to know their writing skills. The test revealed some problems that came from the students. First, they still found difficulties in generating their ideas. They felt confused about what they had to write so most of them only wrote some sentences that lacked detail. Secondly, most students rarely checked their dictionary when they were going to generate their ideas from Indonesian to English. There were also many students who did not bring their dictionary. It was getting worse when they mostly preferred to ask the researcher or their friends rather than to check the meaning of particular words in their dictionary. These obstacles can be seen from the field note below.

Some students looked confused in generating their ideas so the researcher gave some clues to help them.

“You can start it by making an outline. For the example, first you can write that you woke up at 05.00. After that, you took a bath, had breakfast, and then went to school. You can do it, right?”

“Miss, may I put the time of the event?”

“Yes. It is absolutely allowed”

Moreover, there were students who asked the researcher to translate words or sentences from Indonesian to English.

“Miss, the English of “*bangun tidur*” is “wake up”, right?”

“Yes. You are right but what kind of verb you use in recount text?”

“So it should be “*woke up*”, right?”, answered the student.

“Open your dictionary. If you find this word on the irregular verbs list, it means that you are right”

“Okay, Miss”

In addition, there were some students who bring their dictionaries but seemed reluctant to use it. Finally, they preferred to ask other students or the researcher.

(FN. 03-26/04/2014)

In addition, the researcher also found several obstacles in their writing based on the results of the pre-test. The problems can be seen from the figure below.

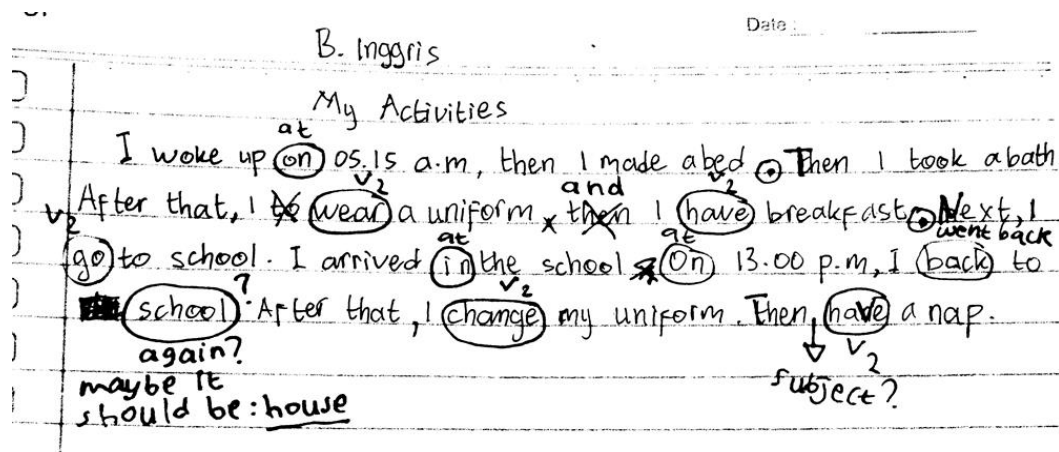


Figure 2: The Sample of the Students' Writing in Pre-Test

From the figure above, it can be seen that students' writing skills were still low. First, they could not develop the topic. The researcher asked them to write about activities that they did on the day before or several days before. Most of them only wrote some sentences that had little details and somewhat choppy. Furthermore, they lacked vocabulary. They frequently made of words choices that drove them unclearly delivered their message. Moreover, their understanding in grammatical rules was still low. They were poor not only in choosing the verb forms and prepositions but also in producing pronouns and articles. In fact, at the beginning of the test, the researcher reminded them to use past tense because they were going to write a recount text. In addition, their writing mechanics also needed to be developed since they did not demonstrate good writing mechanics such as spelling, punctuation, and capitalization.

The tables below show the scores of students' writing in pre-test. The scores of their writing were rated by the researcher and the collaborator so their final scores were the means of both scores.

Table 3: The Students' Writing Score Percentage in Pre-Test

Scores	Categories	Percentage
91-100	Excellent	0%
81-90	Very good	0%
71-80	Good	0%
61-70	Fair	28%
51-60	Poor	69%
41-50	Very poor	3%
Maximum		67
Minimum		48.5
Mean		58.07

Table 4: The Means of Pre-Test Scores for Five Aspects of Text Writing

	Content	Organization	Vocabulary	Language Use	Mechanics
Means	18.03	12.37	12.28	12.21	3.17
Max.	21	14.5	14	16	3.5
Min.	16	9.5	10	10.5	2.5

From the explanation above, it is clearly shown that there were some problems related to the teaching and learning process in Grade VIII C SMP N 1 Srumbung. By doing observation and interviews, the researcher concuded that this research had fulfilled the process validity, democratic validity, and dialogic validity. The following table outlines the problems.

Table 5: The Categorization of the Problems

No.	Categories	Problems
1.	The use of media	<ul style="list-style-type: none">- The teacher only used the LCD projector to show the background knowledge of the teaching and learning materials.- The teacher provided the students by limited varieties of media.
2.	The teacher's teaching style	<ul style="list-style-type: none">- The teacher focused more on reading activities.- The teacher did not give enough treatment for students to practice writing.- The teacher did not vary the activities that tended to make the students felt bored.
3.	The students' writing habits	<ul style="list-style-type: none">- The students got limited time to practice writing.- The students seemed to get unsuitable treatment to practice writing.
4.	The students' discipline	<ul style="list-style-type: none">- The students seemed reluctant to check every difficult word in the dictionary.- The students preferred to ask the meaning of difficult words to the researcher or the other students.- Most of the students were passive during the lesson.- The students did not pay attention to their teacher and talked to their friends while their teacher gave explanation.
5.	The students' writing skills	<ul style="list-style-type: none">- The students' writing skills were low.- The students found difficulties in developing the topic.- Their writing had little details and somewhat choppy.- The students lacked vocabulary.- They students found difficulties in choosing the verb forms and prepositions, producing pronouns and articles, applying the grammatical rules, organizing sentences, and demonstrating writing mechanics such as spelling, punctuation, and capitalization.

2. Selecting the Problems to Solve

Based on the explanation about the problems above, the main cause of the students' writing skills deficiency was the limited opportunity that the students got to do enough writing practices. This research itself intended to cover this problem since the main skill that was selected by the researcher was writing. It could be said that the students would get an opportunity to practice writing. Actually, there were many problems that were needed to be solved but the limitations of time, funds, and resources made the researcher not to take action to overcome all of those problems. She would select some feasible and urgent problems to be solved.

The first problem was related to the students' writing skills deficiency. They found some difficulties in developing ideas, dealing with grammatical rules, choosing the appropriate and various vocabulary, organizing sentences, and demonstrating good writing mechanics. The only way to improve their writing skills was facilitating them to practice more by giving them suitable activities which were able to help them solve their difficulties.

Furthermore, there was also a significant problem that needed to get attention. It was related to the use of media in the classroom. There was an LCD projector in the classroom that can be utilized to support the teaching and learning process. It could be used to show not only the background knowledge of the materials but also some media like pictures, films, songs, and so on. These media could stimulate the students to be interested in the teaching and learning process so the classroom atmosphere would be cozier. The students were expected to learn

better when they were in a cozy classroom atmosphere. In fact, from the observation, the teacher did not optimally use the media.

The following table shows the selected problems that were found in the field and the indicators.

Table 6: The Selected Problems and the Indicators

No	Field Problems	Indicators
1.	The students' interest toward the teaching and learning process was low.	<ul style="list-style-type: none"> - Most of the students were passive during the lesson. - They did not pay attention to their teacher and talked to their friends while their teacher gave explanation.
2.	The students lacked vocabulary.	<ul style="list-style-type: none"> - The students often asked the researcher to translate some words. - They often used inappropriate word choices.
3.	The students found difficulty in developing ideas.	<ul style="list-style-type: none"> - The students felt confused about what they had to write. - They only wrote some sentences. - Their writing had less supporting ideas.
4.	The students' writing was less organized.	<ul style="list-style-type: none"> - The students' writing was somewhat choppy. - They had difficulties in arranging the sentences
5.	The students found difficulties in applying the grammatical rules.	<ul style="list-style-type: none"> - There were many grammatical errors found in the students writing.
6.	The students could not demonstrate mastery of writing mechanics.	<ul style="list-style-type: none"> - The students made many errors of spelling, punctuation and capitalization.
7.	The teacher did not use the LCD projector that was provided in the classroom optimally.	<ul style="list-style-type: none"> - The teacher only used the LCD projector to show the background knowledge of the materials.
8.	The teacher provided limited varieties of media.	<ul style="list-style-type: none"> - She never provided the students with interesting media.

3. Determining the Actions to Overcome the Problems

According to the selected problems to solve above, the researcher decided to do some actions to overcome the problems. The relationship between the problems and the actions is presented as follows.

Table 7: The Actions Implemented to Solve the Problems

No.	Problems	Main Causes	Actions	Expected Results
1.	The students' writing skills were low.	<ul style="list-style-type: none">- The teacher focused more on reading activities- The students got limited time to do writing practices.	<ul style="list-style-type: none">- Facilitating students to do more writing practices by giving worksheets and providing guidance.- Using animated short movies.	<ul style="list-style-type: none">- The students can generate the ideas easily.- The students can sequence the ideas chronologically.
2.	The students found difficulties in generating ideas.			
3.	The students lacked vocabulary.	<ul style="list-style-type: none">- The students seemed reluctant to utilize their dictionary.- The teacher rarely provided them with activities that enable them to enrich their vocabulary.	<ul style="list-style-type: none">- Providing vocabulary practices.- Using animated short movies.	<ul style="list-style-type: none">- The students can use the words appropriately.
4.	The students' writing was somewhat choppy.	<ul style="list-style-type: none">- The activities were not suitable for writing skills.- The students got limited time to do	<ul style="list-style-type: none">- Giving more explanations related to these principles	<ul style="list-style-type: none">- The students' mastery of grammar would increase.- The students' ability to construct and to

(Continued)

(Continued)

No.	Problems	Main Causes	Actions	Expected Results
5.	The students' writing was less organized.	writing practices.	during the teaching and learning process.	organize sentences would increase. - The students' awareness of spelling, punctuation, and capitalization would increase.
6.	The students found difficult in applying the grammatical rules.			
7.	The students could not demonstrate mastery of writing mechanics.			
8.	The teacher did not optimally use the LCD projector provided in the classroom.	- The teacher preferred more to ask the students to do some tasks in the LKS and textbooks.	- Utilizing the LCD projector to show not only the teaching and learning materials but also media. - Using animated short movies.	- The teaching and learning process would be more interesting.
9.	The teacher provided limited varieties of media.			
10.	The students' interest toward the teaching and learning process was low.	- The teacher did not vary the activities.	- Providing activities that are not monotonous.	- The activities would be more various. - The students' participation would increase.

The actions were not only planned by the researcher and the collaborator but also revised by the English teacher. It was conducted in order to fulfil the concept of democratic validity that emphasizes on multiple voices. The actions focused

not only on the main one by providing animated short movies but also on some supporting actions such as giving explanations, examples, guidance, and worksheets.

B. Report of Cycle I

1. Planning the Actions

To overcome the selected problems, the researcher who was helped by the collaborator planned some efforts. The focus of the efforts was using animated short movies in the teaching and learning process. In addition, the main action was also supported by some other actions. The results of the discussions were listed below.

a. Using animated short movies

The main action in this research was using animated short movies in the teaching and learning process. Most students had difficulties in generating ideas. They were confused about what they had to write. They had the topic but they could not develop it. By using animated short movies, the researcher expected them to be able to generate the ideas more easily since the events in the movie were sequenced chronologically. They would be asked to watch the whole movies first and then to take notes related to the movies while it was playing for the second time. From the movies, they would also gather some new vocabulary so they could enrich their vocabulary. After they watched the movies and found some clues, they would be assigned to list the events occurred in the movies and then to develop them by wrote them down in the form of recount texts. In this

cycle, the researcher would only play a short animated movie entitled “Alarm” in the ICOT stage.



Figure 3: The Screen-shoots of the animated short movie entitled “Alarm”

b. Making use of the LCD projector optimally to show the teaching and learning materials and the media

The first supporting action was optimizing the use of LCD projector in the classroom. The researcher would use it for presenting power-point slides and the animated short movie. The slides contained not only the background knowledge of recount text and its examples but also worksheets so the students and the researcher could discuss them together. Furthermore, the LCD projector would be utilized to the show animated short movie. It was also possible to make use of the projector to show software of dictionary.

c. Providing vocabulary practices

The second supporting action was providing practices that enable the students to enrich their vocabulary. The easiest way to enrich their vocabulary was asking them to find difficult words in every material provided. When the students found difficult words, the researcher would write the words on the whiteboard and discuss them together with the students. In addition, they would also be asked to identify vocabulary related to the events occurred in the animated short movie. It would be useful as clues for their writing materials.

d. Giving more explanations related to the organization, language use, and writing mechanics aspects

The next supporting action was related to the effort to improve their accuracy in writing. As what were stated before, the students had problems in organizing their writing, applying the grammatical rules, and demonstrating writing mechanics. The researcher decided to give more explanations related to those aspects. In this first cycle, the researcher would not only focus on developing the students' understanding in the sentence constructions, the use of tenses, articles, pronouns, and prepositions but also text organization. The explanation would be conducted in the class that would also be followed up by other related activities and exercises. The explanation about writing mechanics would be done in line with giving guidance while they wrote their writing drafts at the last task.

e. Giving worksheets and providing guidance

The last supporting action was giving them suitable worksheets and providing guidance. The worksheets would provide various activities in order to make the students became familiar with recount text. They would be assigned to do the worksheets not only individually but also in pairs. After they finished with each worksheet, the researcher and the students would discuss it together. The worksheets can be seen in the appendixes. The worksheets would be discussed first with the teacher and the collaborator to fulfill the principles of democratic validity.

In addition, there were other things that the researcher prepared for this first cycle, such as course grid, lesson plan, interview guidelines and observation checklists. Those instruments were prepared for two meetings. The researcher formulated those instruments together with the English teacher and the collaborator. The collaborator also had responsibilities to take some photographs and additional information that would be useful during the research. Furthermore, Cycle 1 would be conducted in two meetings.

2. Implementing and Observing the Actions

a. Meeting 1

The first meeting was held on 16th May 2014 at 07.40 until 09.40 a.m. That meeting was focused on building the students' knowledge about recount text and practicing to transform words form from Verb 1 to Verb 2 and to construct sentences in the form of past tense. The researcher acted as the teacher while the collaborator sat at the back of the class and observed the teaching and learning

process. The researcher started the class by greeting, checking the students' attendance, and introducing herself to the students. After that, she showed some pictures of diaries to stimulate the students about the background knowledge of recount text. She asked some questions to make the students got involved in the teaching and learning process. *Do you ever write a diary? What is it about?.* There were only few students who voluntarily answered the questions. The researcher then delivered the learning objective that should be achieved.

Next, the researcher showed a recount text and also distributed the print outs to the students, so they might learn the material again at home. She asked some students to read it aloud but there was no one who wanted to do it voluntarily. To overcome this situation, she randomly asked two students to read it. Then, she asked a question about the content of the text. At that time, there were many students who enthusiastically wanted to answer it. It can be shown from the field note below.

"What is the text about? Anybody knows?"
A student answered it by "It is about an Art Festival, Miss."
"Okay. She said that it is about an Art Festival. Is there any other opinion?"
The students looked very enthusiastic in conveying their opinions but unfortunately, some students only shouted the same opinions.
"The boy in the corner, what's your name?"
"I am Imin, Miss."
"Okay, Imin. What is the text about?"
He answered that the text was about an experience in dancing in the Art Festival.

(FN. 06-16/05/2014)

After the short discussion about the content of the text, the researcher asked the students to find difficult words in the text. There were some difficult words

gathered by the students such as *held, gathered, crowd, visited, announcer, and tent*. The researcher and the students then discussed those words together.

Next, the researcher and the students discussed the social function, generic structure, and language features of a recount text. The students were also asked to analyze the language features of the previous text. After finishing the first text, the students were given another text to be analyzed by them. She asked them to discuss the difficult words, Verb 2, and chronological order of the text in pairs. The researcher also encouraged the students to use classroom English when they wanted to ask questions or to convey their opinions. To increase the students' involvement during the class, the researcher also told them to utter their results of the discussion in pairs confidently.

The teaching and learning process then were continued by giving a task about transforming words in the box into past tense and completing sentences with those words. The students were asked to do it in pairs and recommended to use their dictionary if it was needed. Nevertheless, there were some students who preferred to ask the researcher rather than to check the difficult words in the dictionary. After the time to discuss was up, they wrote the answers in the whiteboard. There were few students who chose the wrong answer such as in the 2nd and 4th questions: (2) *Asep... his brother to the airport yesterday*. (4) *Sanusi ... me to go to the travel agent three days ago*. They admitted that they were confused to distinguish the use of *took* and *accompanied*. The second task was given after the researcher explained the words above. The pattern of the task was

the same. The students were asked to transform Verb 1 into Verb 2 and to put them in an incomplete letter.

Furthermore, the researcher asked the students to label sentences by *orientation*, *events*, and *reorientation* and then to rearrange the sentences into a good recount text. There were also some clues about the chronological order to help them. In this task, many students complained that the task was too difficult.

The researcher who was helped by the collaborator walked around the class to guide them did the task.

“Look at this one. There is “*first*”, what does it mean?”
“*First itu pertama ya, Miss?*” (First means “*pertama*”. Is it right, Miss?
So this is the answer for question number one”
“Great. Look at the text again. The orientation is not in the question number one, so this is the answer for the next question. Okay, look it again. What does *finally* mean?”
“Alright. This is the answer of the last question, right?”
“Good. Now, you can do the other questions. Is it clear?”
“Yes, Miss.”

(FN. 06-16/05/2014)

There were 10 minutes left. For the last activity in the first meeting in Cycle 1, the researcher gave another task to construct simple sentences in the form of past tense according to the pictures given and to arrange them into a good paragraph. Previously, she reminded the students to use past tense by writing the formula down in the whiteboard together with some examples. The researcher who was helped by the collaborator did not forget to guide them. The researcher decided to ask the students to take the task as their homework because the time was up.

After all, the researcher told the students if they were going to see a short animated movie in the next meeting. Then, she ended the class and interviewed some students about that day's teaching and learning process. Most of them told that they got confused in arranging the jumbled sentences into a paragraph.

R	: “ <i>Oke. Tadi ada kesulitan yang dijumpai atau tidak?</i> ” (“Did you face any difficulty today?”)
S	: “ <i>Ada. Yang menyusun paragraf.</i> ” (“Yes, I did. It was about the task of arranging the sentences into a paragraph. ”)

(Interview Transcript 5)

The researcher also interviewed the collaborator and asked for her suggestions for the next meeting. The collaborator told the researcher that she forgot to summarize the lesson. The collaborator also told that to overcome the obstacle that might occur, it was good to guide them one by one.

R	: “ <i>Tadi aku ngajarnya gimana?</i> ” (“What do you think about the way I taught today?”)
C	: “ <i>Udah lumayan. Cuma tadi kamu lupa nutup pembelajarannya.</i> ” (“It was good enough but you forgot to summarize the lesson. ”)
R	: “ <i>Wah iya ya? Aku beneran lupa. Mungkin karena saking asyiknya. Menurut kamu tadi gimana anak-anaknya? Kalau besok film diputer mereka bisa di handle gak ya?</i> ” (“Really? I really forgot about it. I enjoyed to teach I think. What is your opinion about the students? Is it possible to handle them when the animated short movie was playing tomorrow?”)
C	: “ <i>Bisa lah. Anak-anaknya manut-manut kok.</i> ” (“Yes, it is possible. The students were obedient”)
R	: “ <i>Terus ada saran gak?</i> ” (“Is there any suggestion?”)
C	: “ <i>Udah kayak tadi aja. Kalau anak-anak ada kesulitan ya emang paling bagus kalau dibimbing satu-satu gitu.</i> ” (“Maintain your teaching style. When the students face any difficulty, the best way is guiding them one by one. ”)

(Interview Transcript 7)

b. Meeting 2

The last meeting of Cycle 1 was held on 17th May 2014 at 07.00 until 08.20 a.m. The objective of the lesson was watching an animated short movie and writing a recount text. The lesson time on that day was being decreased for about 15 minutes because all students in SMP N 1 Srumbung did weekly shalawat at the beginning of the day. The researcher then greeted the students and checked the attendance. There were many students who had not completed the homework because they found difficulties. To optimize the time, she was helped by the collaborator to check their homework, to suggest and to guide them in constructing sentences one by one. This activity lasted about 15 minutes. Furthermore, the researcher re-explained about the way to construct sentences and to make use of verb in the form of past tense. She also provided the students with some examples and asked them to get involved in the discussion.

Next, she played an animated short movie entitled “Alarm”. This movie was taken from *YouTube*. The students looked so happy to see the movie. When the movie was playing, there were some students who gave their comments about it. The movie was replayed and she asked them to take notes about significant events in the movie. After that, they discussed the events that experienced by the main and only character in the movie. she wrote some clues down in the whiteboard. Then, she gave an example about the way to construct a sentence according to the clue.

Next, the researcher asked the students to write a recount text based on the movie individually. They might assume the character in the movie as themselves

and were also allowed to use their dictionary. The students were asked to write their drafts in a piece of paper while their final products would be written down in a paper given by her. she replayed the movie for the second time during this activity and guided the students to construct their drafts.

At 08.15 a.m., the students were asked to write down the revision of their last draft into the paper provided by her. When the bell rang, she asked the students to collect their works. Luckily, all of them had finished their writing. Then, she summarized the lesson and gave further guidance for the next meeting in the next cycle.

3. Reflecting the Actions

After implementing the actions in Cycle 1, the researcher held a discussion with the collaborator and the English teacher. It was conducted to meet the democratic validity and the dialogic validity as mentioned in the previous chapter. Moreover, some interviews with some students were also conducted to get more information about their reflection and opinion about the actions in Cycle 1. From the discussion and interviews, the researcher found some improvements.

a. Using animated short movies

In the Cycle 1, the use of animated short movie was accompanied by the other supporting actions. The first improvement was laid on the students' attitude towards the teaching and learning process. The use of animated short movie in Cycle 1 attracted the students' attention. As what was stated on the field problems, the teacher provided the students with limited varieties of media. It led the teaching and learning process became less interesting and tended to make the

students easy to feel bored. The use of an animated short movie in this cycle solved the problem. They seemed enjoy the class that led their participation during the lessons also increased. The following interview and field note excerpts show the evidence.

R	: “ <i>Menurut kamu tadi pembelajarannya kayak gimana?</i> ” (“What is your opinion about today’s lesson?”)
S	: “ <i>Sangat menarik untuk dijadikan bahan pembelajaran. Tadi belajar recount text menjadi menarik dengan adanya film animasi.</i> ” (“ It was really interesting. Learning about recount text was interesting with the use of the animated short movie. ”)
R	: “ <i>Jadi senang gak kalau belajarnya pakai media-media seperti tadi?</i> ” (“Are you happy learning with those kind of media?”)
S	: “ <i>Sangat senang karena kita bisa sesekali belajar pakai film animasi.</i> ” (“ I am really happy because we could experience learning through animated short movies. ”)

(Interview Transcript 8)

<p>“Do you know what the movie is about?” asked the researcher.</p> <p>Many students seemed want to answer the question. They looked more active during that meeting. The use of animated short movie was quite helpful in increasing the students’ participation. It was proven by the number of students who wanted to answer the question above voluntarily.</p>	
--	--

(FN. 08-17/05/2014)

There was also an improvement in the aspect of the students’ writing content. The use of animated short movie was able to stimulate the students in generating ideas and in composing the recount text.

R	: “ <i>Menurut kamu filmnya tadi gimana?</i> ” (“What do you think about the movie?”)
S	: “ <i>Ya bagus sih buat pembelajaran karena dengan bantuan film tadi bisa membantu dalam mengarang.</i> ” (“That was very good to be implemented in the teaching and learning process. The use of the animated short movie helped us in composing our recount text. ”)

(Interview Transcript 9)

The ideas they wrote were clearly delivered although some of them had lacks detail. They started to know what they had to write. An increase of the condition of their content of writing occurred in Cycle 1 was shown by the following table.

Table 8: The Students' Content Score Percentage in Cycle 1

Scores	Categories	Percentage
30-27	Excellent to Very Good	0%
26-22	Good to Average	38%
21-17	Fair to Poor	63%
16-13	Very Poor	0%
Maximum		23.5
Minimum		20.5
Mean		21.68

The table above shows that there was a little improvement on students' content score. In the pre-test, there were 22% of the students who were categorized in "Very Poor" but there was no one of them included in this category in Cycle 1 test. 38% of the students were categorized in "Good to Average" category though 63% of them were still in the category of "Fair to Poor". The mean of the students' writing content score improved from 18.03 to 21.68 and the difference was 3.65.

b. Making use of the LCD projector optimally to show the teaching and learning materials and the media

The LCD projector was used to show the power-point slides and the animated short movie. It really helped the researcher to deliver the materials optimally.

To start the lesson, the researcher showed a picture of diaries and the examples of diaries through the LCD projector.

“Have you ever written a diary? What did you write?”

“I ever wrote about my experience in falling in love with a boy”

The whole class laughed at the answer. The researcher then delivered the goal of that day’s lesson. **After that, she showed a recount text and gave the print outs to the students.**

(FN . 06-16/05/2014)

The teaching and learning process became more interesting. It was able to make the students focused during the teaching and learning process. The implementation of the use of the animated short movie was also helped by the LCD projector. Without it, the use of animated short movies in the teaching and learning process would be hard.

c. Providing vocabulary practices

There was also an improvement towards the students’ vocabulary mastery. The use of animated short movie that was accompanied by providing the students with the vocabulary practices that enabled them to enrich their vocabulary.

The lesson was continued by asking the students to find out difficult words contained in the text. The researcher asked them to underline the words in the print outs that she gave previously. After that, she invited the students to mention the words they found so she could write the words on the white board to be discussed together.

(FN . 06-16/05/2014)

The improvement can be seen from the comparison between the means of vocabulary scores in the pre-test and in Cycle 1 test.

Table 9: The Comparison between Pre-Test and Cycle 1 Test Scores for Vocabulary Mastery Aspect

	Pre-test	Cycle 1
Means	12.28	15.04
Max	14	18
Min	10	12

The mean in Cycle 1 test scores for vocabulary mastery aspect was improved 2.76 points. The categorization was also improved from “Fair to Poor” to “Good to Average”. They had adequate range of vocabulary but there should be an action to improve their ability in word form, choice, and usage.

d. Giving more explanations related to the organization, language use, and writing mechanics aspects

There were also increases in the other aspects of writing such as organization, language use, and mechanics. In Cycle 1, researcher decided to give more explanations related to those aspects. This action was aimed at improving the students’ understanding towards their writing accuracy. The action was done explicitly during the lesson. The characteristics of students that were easy to forget led the researcher to give more explanations routinely. Generally, the students’ understanding toward writing aspects like organization, language use, and mechanics improved.

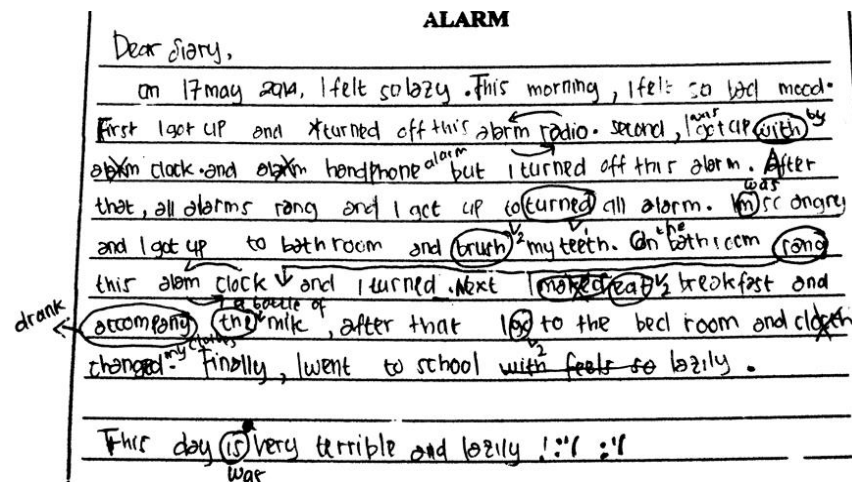


Figure 4: The Sample of Students' Writing in Cycle 1

From the figure above, it can be seen that the student's writing was organized enough. Most students were able to use logical sequencing and the main ideas were stand out. Their writing was communicative and good enough to be evaluated. The mistakes in the use of simple past tense decreased significantly although there were some students who still needed to be guided more. It means that there was an improvement towards students' grammatical rule understanding. On the aspect of writing mechanics mastery, their understanding also increased. They did frequent errors of spelling, punctuation and capitalization but the meanings were not obscured. The table below reveals the scores of those three aspects.

Table 10: The Means of Cycle 1 Test Scores for Organization, Language use and Mechanics Aspects of Text Writing

	Organization	Language Use	Writing Mechanics
Means	15.10	16.40	3.39
Max.	17.5	20.5	4
Min.	13	13	3

The mean of the students' writing organization increased 2.73 points from 12.37 to 15,10. It can be said that the categorization of their writing organization moved from "Fair to Poor" to "Good to Average". Next, there was also an improvement in the means of their language use aspect including the understanding of grammatical rules from 12.21 to 16,4 and the difference was 4.19. Moreover, the mean of their writing mechanics was also increased 0.22 points from 3.17 to 3.39 but still categorized as "Fair to Poor". The aspects of language use and writing mechanics were still needed to be enhanced in the next cycle.

e. Giving worksheets and providing guidance

Another supported action was facilitating students to do more writing practices by giving worksheets and providing guidance. This action aimed at making the students accustomed to deal with recount text. In the first meeting, the students were asked to write sentences based on the pictures and then to put those sentences into a good paragraph in the form of recount text. The researcher did not hands-off them to do it but she guided them one by one until they were able to construct them.

After that, the researcher checked the attendance and asked for the task that had not been finished in the previous meeting. Some students confessed that they had difficulty in doing it. To optimize the time **the researcher helped by the collaborator checked their works one by one. When there were sentences that less suitable, the researcher and the collaborator suggested and helped them until they understood.** This activity lasted for about 15 minutes. **Moreover, the researcher re-explained the way to construct a sentence and to use verbs in the form of past tense. She also gave examples**

(Continued)

(Continued)

of sentences which used past tense verb form by giving them verbs in the form of present tense to be transformed to past tense form and put it in a simple sentence. The students were very active in this activity.

(FN. 08-17/05/2014)

In Cycle 1 test, she still guided them one by one and did not forget to give them feedback. The following interview transcripts indicated the effect of the actions.

R	: “ <i>Tadi nulis recount text nya bisa gak? Ada kesusahan?</i> ” (“Can you write a recount text of yours? Is there any difficulty?”)
S	: “ <i>Ya lumayan. Ada kesusahan tapi kan tadi dibantu jadi ya lumayan bisa.</i> ” (“I can deal with it. There was difficulties but I could overcome it because of the guidance. ”)

(Interview Transcript 8)

Table 11: The Students’ Writing Score Percentage in Cycle 1

Scores	Categories	Percentage
91-100	Excellent	0%
81-90	Very good	0%
71-80	Good	56%
61-70	Fair	44%
51-60	Poor	0%
41-50	Very poor	0%
Maximum		82.5
Minimum		64.5
Mean		71.64

The mean of students’ writing scores improved significantly from 58.07 to 71.64 and the difference was 13.57. 56% of the students’ writing scores were categorized as “Good” and 44% of them were “Fair”. Based on the mean of their writing score in Cycle 1, it can be concluded that their writing was good enough based on the evaluation.

C. Report of Cycle 2

Regarding to the result of the actions in Cycle 1, there were some problems which had not been solved. The researcher decided to take Cycle 2 to solve the problems. The actions in Cycle 2 were planned to be conducted in two meetings which were scheduled on 23rd and 24th May 2014.

1. Planning the Actions

a. Using animated short movies

Based on the result in Cycle 1, the mean of the students' writing content was still categorized as "Fair to Poor" although 38% of the students had reached the "Good to Average" category. It means that there should be more effort to improve their skill in developing topics and at least would be categorized as "Good to Average". The mechanism of the use of animated short movies would be the same. The students would be asked to watch animated short movies and write recount a text based on them. There would be two movies played entitled "Take Me Home" and "No Light". The first movie would be used as the ideas to write a recount text in a group of four while the second one would be used for individual writing.



Figure 5: The Screen-shoot of the animated short movie entitled "Take Me Home"



Figure 6: The Screen-shoot of the animated short movie entitled “No Light”

b. Making use of the LCD projector optimally to show the teaching and learning materials and the media

The use of the LCD projector in Cycle 1 made the teaching and learning process became more interesting. It also made the students focus on the teaching materials and the media that were shown in the screen. The use of LCD projector in the classroom would still be utilized to support the other actions in Cycle 2, especially in showing the animated short movies.

c. Providing vocabulary practices

Regarding to the result in Cycle 1 test, the students' vocabulary mastery was categorized as “Good to Average”. They still did occasional errors of word form, choice, and usage. It would be better if there was still an action to develop their mastery. The activities would be the same in finding and discussing difficult words in every material provided and identifying vocabulary needed related to the events occurred in animated short movies.

d. Giving more explanations related to the organization, language use, and writing mechanics aspects

Based on the result of the students' writing test in Cycle 1, The students' understanding of grammatical rules being decreased significantly but many of them still needed more explanations. In the aspect of writing mechanics, they did frequent errors of spelling, punctuation, and capitalization. Moreover, the means of the students' mastery in language use and writing mechanics were still categorized as "Fair to Poor". It means that there should be more effort to improve their skills in these three aspects at least to be categorized as "Good to Average". The researcher and the collaborator planned to give more explanations related to those aspects. The materials would be specialized at improving their understanding in using simple past tense and their awareness in punctuation and capitalization and word order.

e. Giving worksheets and providing guidance

The researcher would still give the students worksheets and also provide them with guidance in order to improve their writing skills. Some of them admitted that they still needed guidance in constructing sentences. In this cycle, most of the worksheets would be focused on constructing sentences and writing texts. The following interview transcript supports the actions.

R	: " <i>Gimana tadi menurutmu?</i> " (<i>"What do you think about today's lesson?"</i>)
C	: " <i>Lumayan lah, Ras. Anak-anaknya kelihatan tertarik. Ya bagus tadi yang pas dibimbing langsung itu. Filmnya menarik. Ya mungkin memang latihan bikin kalimat-kalimat gitu lebih dibanyakin biar mereka inget terus.</i> "

(Continued)

(Continued)

(“That was good enough, *Ras*. The students looked so interested with today’s lesson. **That was great when you guided them directly.** The movie was attractive. In my opinion, **there should be more exercises in constructing sentences in order to make them remember the way to construct them.**”)

(Interview Transcript 10)

In addition, the researcher also had to prepare course grid, lesson plan, interview guidelines, and observation checklists for two meetings. The responsibilities of the researcher and the collaborator would also be the same ones.

2. Implementing and Observing the Actions

a. Meeting 1

The researcher started the lesson by doing the daily routines like greeting and checking the attendance. She recalled the students about materials they got in the previous week in Cycle 1.

“What is the social function of recount text? Do you remember it?”, asked the researcher.

Some students answered it right. **She also asked about parts of recount text.** The students answered and comprehended that recount text has three main parts: orientation as an opening, sequence of events as the content, and reorientation as a closing statements.

(FN. 10-23/05/2014)

The next activity was discussing a recount text. The researcher provided the students with the text in the power point slide and the print outs for each students. She asked some volunteers to read the text aloud. In this meeting, the students’ participation was really good. Some students did it voluntarily. Then, the

researcher asked the students to find out the difficult words, verbs in the form of past tense, and chronological order contained in the text. Next they analyzed the generic structure of the text. Until the first hour of the meeting ended, the researcher still guided and checked their works helped by the collaborator.

Next, the researcher gave a task where the students were asked to construct sentences based on the pictures as clues in pairs. They did it in 5 minutes. Then, **the researcher who was helped by the collaborator moved around to check their works.** She also suggested them to use their dictionary. Some students faced difficulties in constructing sentences though the clues were already provided. **Moreover, the researcher guided them to solve those difficulties.** “What they did in this picture?”

“*Belanja...* emm what I mean here is shopping, Miss”

“Alright. Do you remember what I said about constructing a sentence?”

“What do you mean, Miss?” asked the student.

“Here we go. What element does a sentence need? We have discussed it before, right?”

“Oh, There should be a subject and Verb 2, miss”

“Good. Now, for this one, what subject will you choose?”

“Diana, miss”

“Then? You got a subject now. It means that you just need to add Verb 2. Shopping is in the form of V-ing. So?”

“The present form is shop. The past form is shopped, right?”

“Look at your dictionary. If this word was not stated in the list of irregular verbs, your answer is true”.

(FN. 08-17/05/2014)

After they finished it, the researcher asked them to establish groups consisted of 4 students. Each of them was given a piece of paper to note important things in the movie that would be played. This activity aimed at giving them opportunity to share their own ideas so they could learn together. The title of the movie was “Take Me Home”. It was downloaded from *YouTube*. She played the movie twice. Next, the researcher and the students discussed the movie together. The students looked very active to share their own ideas.

“So what is the movie about? Is there anyone who wants to answer?” asked the researcher.

“It was about buying a dog, Miss” answered a student named Agustina.

“Great! What happened with the girl when she was in the pet shop?”

“She was confused about choosing the dogs. They were all cute”

“Okay. Now, everyone gets the clues, right?”

“Yes, miss”

(FN. 08-17/05/2014)

There was also a group that looked so deft in constructing their draft. Then, the researcher walked around the class to check their process. There was a constraint where the leader did the task himself but the researcher tried to solve it.

“That was so difficult, Miss. I did it alone. The other member did not want to help me, Miss” told Nova.

“Really?” asked the researcher.

“That is not true, miss. We also feel confused in doing this one”

“Okay. Here we go You can start it from the orientation. *Supri*, do you have any opinion?”

“How if the character was regarded as ourselves? I think it would ease us”

“Yes, you are allowed”

“*Aku pergi ke toko hewan kemarin siang*”

“How do you utter it in English?”

“I go... I went to... What is the English of *toko hewan*, miss?”

“Anyone knows it?”

“*Hewan* is animal. Is it animal shop, miss?”

“Pet shop”

“So it would be *I went to pet shop yesterday*, right?”

“You did it good. Try to write and continue it now. I will help the others”

(FN. 08-17/05/2014)

Next, the researcher also announced that there would be prizes for three best recount texts. The prizes would be given in the next meeting. At 08.10 p.m. she gave some verbs in the form of present tense so the students could learn to transform and construct sentences in their houses. Those verbs were *ride*, *play*, *turn off*, *turn on*, *open*, and *eat*. After all groups collected their works, the researcher ended the class and asked some students to be interviewed about that

day's meeting. From the interview, it can be inferred that they enjoyed the class but they still get a little obstacle in constructing sentences.

R	: " <i>Pendapat kamu tentang pembelajaran hari ini gimana?</i> " (<i>"What is your opinion about today's lesson?"</i>)
S	: " <i>Menyenangkan.</i> " (<i>"Today was delightful"</i>)
R	: " <i>Menyenangkannya gimana?</i> " (<i>"What do you mean?"</i>)
S	: " <i>Karena diputerin film.</i> " (<i>"There was a movie played"</i>)
R	: " <i>Lebih seneng belajarnya nonton film atau gimana kalau kamu? Atau ada media-media lain yang kamu suka gitu?</i> " (<i>"What do you like most? Watching movies or what? Or are there other media that you like?"</i>)
S	: " <i>Lumayan lah, Miss.</i> " (<i>"I just like it, Miss"</i>)
R	: " <i>Tadi ada kesulitan gak?</i> " (<i>"Did you face any difficulty today?"</i>)
S	: " <i>Sedikit susah membuat recount text.</i> " (<i>"It was a little hard in making the recount text."</i>)
R	: " <i>Yang susah yang bagian apa?</i> " (<i>"In what part?"</i>)
S	: " <i>Ya bikin kalimatnya, Miss.</i> " (<i>"It was about constructing the sentences."</i>)

(Interview Transcript 11)

b. Meeting 2

After doing the daily routines, the researcher who was helped by the collaborator walked around the class to check the task that was given in the previous meeting. Most students had been able to construct sentences in the form of past tense. As what was promised in the previous meeting, she announced three best groups that had best writing and also a best student who was able to write consistently. She gave them prizes and motivated the other students to do their best in learning English.

“From the previous recount texts you have written before, there was a student who wrote and generated his ideas in a very good way. His ideas were different from others. Next, you can ask him the way to deliver fresh ideas. Please welcome, *Devangga!*”

(FN. 12-24/05/2014)

Then, the researcher continued the class by playing an animated short movie entitled “No Light”. As usual, the students were asked to note clues they got from the movie. The movie was planned to be played twice but the students asked to watch the movie while wrote their recount text.

In this meeting, the number of the students who asked for help was being decreased because they preferred to use their dictionary. When they finished their first draft, they asked the researcher to check it. After that, the researcher re-checked their next drafts so they could directly construct their final version. At 08.15, all students had done their writing and collected them on the teacher’s desk. Moreover, the researcher asked them about their opinion of that day’s meeting. They told that they were happy with the class and enjoyed the movie. The field notes below shows the evidence.

“Today was the last day we watch movies”
“Does it mean that you will not teach us again, Miss?”
“There will be another task you have to do in the next meeting. You will be asked to write a recount text for the last time”
“We hope you teach us again, Miss. **We enjoyed the movies**” told *Mega*
“I also want to do it. Are you happy with the class?”
“**Yes, Miss**”
“Now, do you still find any difficulty in writing recount texts?”
“Yes, miss. We just found few problems but we were helped by your guidance”

(FN. 12-24/05/2014)

3. Reflecting the Actions

After implementing the actions in Cycle 2, the researcher and the collaborator made an evaluation of the process through some discussions and interviews. The results of the evaluation were presented as follows.

a. Using animated short movies

There were two animated short movies played in this cycle entitled “Take Me Home” and “No Light”. Those movies were expected to help the students in generating ideas and sequencing events chronologically. The use of animated short movies really worked to help them at generating and sequencing their ideas. The following interview transcript shows the evidence.

R	: “ <i>Kalau menurut kamu sendiri film-film kemarin membantu tidak?</i> ” (“Did the animated short movies help you in composing your recount text?”)
S	: “ <i>Lumayan sih. Kan jadi ada ide buat nulis. Kalau pas pertama dulu bingung mau nulis apa dan gimana hehehe.</i> ” (“ Yes. It was really helpful. I got the ideas easier. The first time you asked me to make a recount text, I did not know what and how to write it. ”)

(Interview Transcript 15)

The students’ skills in generating ideas were improved significantly since their ideas were stand out and well sequenced. It was confirmed from the interview with the collaborator below.

R	: “ <i>Gimana menurutmu tulisannya anak-anak sekarang?</i> ” (“What do you think about the latest students’ writing skills?”)
C	: “ <i>Lebih baik lah, Ras. Filmnya membantu banget buat kasih mereka ide buat nulis. Jadinya kejadian-kejadian yang ditulis juga bisa terstruktur. Terus apa yang mereka sampaikan sekarang jadi lebih jelas.</i> ” (“ It was better I think. The animated short movies really helped the students to generate the ideas. The events that they wrote were well sequenced. They delivered the ideas more clearly than before. ”)

(Interview Transcript 16)

In addition, the result of the students' content score indicates that the mean of the students' content aspect in writing were improved 0.78 points from 21.68 to 22.46. It means that the category of their content aspect in writing was changed from "Fair to Poor" to "Good to Average". Amazingly, there were 91% students who got "Good to Average" predicate in this aspect of writing.

b. Making use of the LCD projector optimally to show the teaching and learning materials and the media

The use of LCD projector supported other actions in the second cycle. It really helped when the researcher played the movies. Moreover, it helped the researcher to keep the students' focus when the movies were being played. Furthermore, the use of the projector also helped her to show the power-point slides so the students and her could discuss materials shown in the screen effectively.

c. Providing vocabulary practices

The researcher also conducted practices to improve the students' vocabulary mastery. It aimed at facilitating the students when they were dealing with the writing tests. It was also supported by the use of animated short movies and their willingness to utilize their dictionary. After conducting the action, the researcher found out a little improvement in the students' vocabulary mastery. Their abilities in choosing, forming, and using words were higher than before. They were able to use the words appropriately. Moreover, the number of obscure words also decreased. Based on the vocabulary scores they gained from the test, the mean was 0.58 point higher than before. The category of their vocabulary mastery

aspect was “Good to Average”. In short, the practices were successfully improved their vocabulary mastery.

d. Giving more explanations related to the organization, language use, and writing mechanics aspects

The explanations related to organization, language use, and writing mechanics aspects given by the researcher were expected to improve the students' writing accuracy. In this second cycle, the actions were specialized into the use of simple past tense, word order, punctuation, and capitalization. After doing the actions, the researcher found out that there was a specific improvement on their writing. It can be seen from the test results in Cycle 2.

Yesterday, I slept in the sofa. Suddenly, my alarm rang. Next, I turned off it. Suddenly my TV rang very loudly. Then, I turned off it and woke up. Then, I went to bathroom to toothbrush. After that, I took ~~x~~ water and watched TV. Suddenly my love called.
I took a call. Suddenly my handphone was dead because battery was through. After that, I iron my clothes suddenly the electricity was off. Then, I went to work. . . . In the office, I worked → did my assignment. When I send my assignment with e-mail, suddenly the computer was off. I felt very annoyed. Next, I went to back home. In the night, I watched TV. Then I turned on the mosquito medicitor and watched TV again. Suddenly the electricity was off. Then, I ~~stept~~ I woke up because there were many mosquitos. I took a teoter and newspaper to put out it. Then, I snoozed in the morning, I ~~was~~ woke up with alarm.
Yesterday is was annoyed day.

Figure 6: The Sample of the Students' Text in Cycle 2 Test

The results of the test showed that the students were able to apply the grammatical rules. There were only few mistakes in the use of Verb 2 and word order. Furthermore, their mistakes at dealing with punctuation and capitalization were significantly being decreased. They also demonstrated a good enough mastery in organizing the text. Overall, their mastery in grammatical rule,

organization and writing mechanics were improved. The table below shows the evidence.

Table 12: The Means of Cycle 2 Test Scores for Organization, Language use and Mechanics Aspects of Text Writing

	Organization	Language Use	Writing Mechanics
Means	15.71	18.04	4
Max.	17	22	5.5
Min.	14.5	15.5	3

The grammatical rules understanding improvement can be seen from the language use score that was 1.64 point higher than the score in Cycle 1 and could be categorized as “Good to Average”. The mean of writing mechanics score was improved 0.61 points from 3.39 to 4 and categorized as Good to Average. In short, the actions were able to improve the students’ writing accuracy.

e. Giving worksheets and providing guidance

The next actions the researcher did to improve the students’ writing skills was by facilitating students to do more writing practices by giving worksheets and providing guidance. These actions were expected to ease the students in understanding recount text so they were able to write their own recount texts smoothly. In Cycle 2, the activities were focused on making them accustomed to construct sentences and to write recount texts. The activities were constructing sentences based on the pictures, writing recount texts based on the movies both in groups and individually. At the end of meeting 2 in Cycle 2, the students told that

the worksheets were really helpful for them to increase their writing skills. It was proven by the following interview excerpt.

R	: “ <i>Oke deh kalau gitu. Nulis recount text nya masih ada kesulitan gak?</i> ” (“Did you still find any difficulty in writing a recount text?”)
S	: “ <i>Gak juga sih, Miss. Kan udah latihan terus jadi lumayan biasa. Ya paling emang butuh latihan terus bikin kalimat-kalimatnya.</i> ” (“ Writing recount text was not as hard as before. The exercises were helpful for me. Maybe I need routine exercises to construct sentences. ”)

(Interview Transcript 15)

Furthermore, the guidance provided by the researcher was considered as a proper way to make them believe that they could write better.

R	: “ <i>Gimana tadi ada kesusahan gak?</i> ” (“How’s today? Did you find any difficulty in writing a recount text?”)
S	: “ <i>Lumayan bisa kok, Miss. Soalnya dibimbing sama Miss juga.</i> ” (“ It ran smoother than before, Miss. Your guidance was helpful for us. ”)

(Interview Transcript 14)

Besides, they also told the researcher that their skills in writing were increased.

The evidence was shown by the following interview transcript.

R	: “ <i>Jadi sekarang sudah lancar ya kalau suruh nulis recount?</i> ” (“ Do you think that your skill in writing a recount text improved? ”)
S	: “ <i>Insyallah, Miss.</i> ” (“ In Shaa Allah, Miss ”)

(Interview Transcript 18)

In addition, the progress of the students’ writing skills was shown by the mean of the students’ writing scores that was improved 2.57 points from 71.64 to 74.21.

The diagram below shows the condition of the students’ writing skills gained from Cycle 2 test.

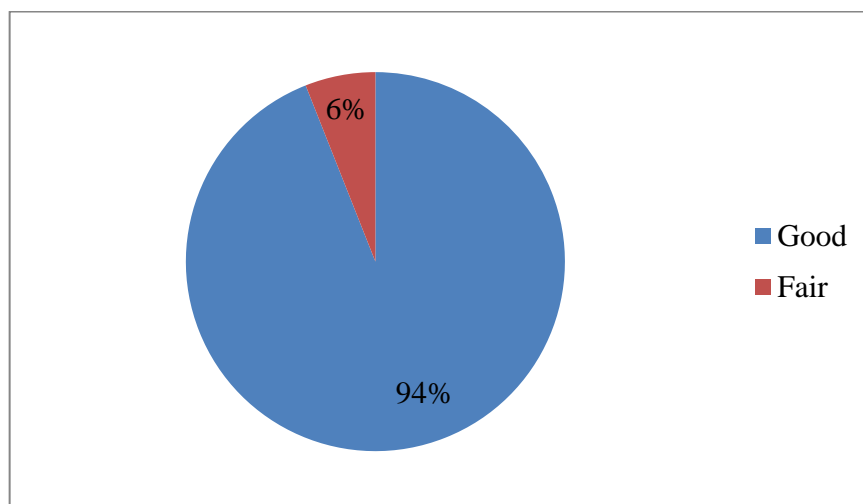


Figure 7: The Pie Diagram of the Students' Writing Skills Condition in Cycle 2

Another improvement was on the students' attitude toward the teaching and learning process. The students' participation increased significantly. They were more confident to utter their ideas voluntarily when the researcher gave questions. The following excerpt supports the statement.

R	: <i>"Nah kalau buat attitude mereka selama di kelas sekarang ini gimana?"</i> (<i>"What about the students' attitude during the lessons?"</i>)
C	: <i>"Bagus juga, Ras. Mereka jadi lebih aktif kalau ada pertanyaan. Artinya kan sekarang mereka jadi lebih pede dengan kemampuan mereka."</i> ("It was quite good. They were more active when you asked them questions. It means that they were being more confident with their ability.")

(Interview Transcript 16)

They were also more active during the lessons and paid attention when the researcher delivered the materials. The condition shows by the excerpt of the field note below.

In this meeting, the number of the students who asked the researcher about the meaning of particular words was decreased. They preferred to utilize their dictionary. They asked the researcher occasionally when they really found difficulties. When the students had finished their first drafts, they directly summoned the researcher to check theirs. After that, they fixed their first draft into the second one and finally constructed their final versions that were written on the paper provided by the researcher.

(FN. 12-24/05/2014)

At the end of the research, a post test was administered in order to measure the students' writing ability after the implementation of the actions. The result of the post test is presented as follows.

Table 13: The Students' Means Scores in Post Test

Rater	Writing Aspects				
	Content	Organization	Vocabulary	Language Use	Mechanic
Researcher	23	14.34	16.15	19.59	4.37
Collaborator	24.15	17.59	17.65	19.78	4.53
Means of the raters	23.57	16.96	16.90	19.68	4.45

According to the table, there was a significant improvement of the students' scores. It can be concluded that the actions implemented in this research had brought positive effects, especially by the use of animated short movies. It could not be denied that the use of animated short movies affected the students writing skills because the first thing to do before the students constructed their recount texts was the process of getting ideas that was supported by the other actions. Since the objective of the research was achieved, the researcher and the collaborator decided to end this research in this cycle.

D. General Findings and Discussion

This research was conducted on 26th April until 30th May 2014. It focused at improving the writing skills of grade VIII students at SMP N 1 Srumbung. There were two cycles conducted in the research. The summary of the results after the actions implementation in Cycle 1 and Cycle 2 is presented in following table.

Table 14: The Progress of the Students' Writing Ability from Cycle 1 to Cycle 2

No	Aspect of Writing	Cycle 1	Cycle 2
1.	Content	The students' skills in generating their ideas started to improve, but their writing still had lacks of details.	The students' skills in generating ideas were improved significantly since their ideas were stand out and well sequenced. Their writing also had more supported information.
2.	Organization	<ul style="list-style-type: none">- The students' writing was organized enough.- They tended to use logical sequencing.- Their writing started to be more communicative and enough to evaluate.	<ul style="list-style-type: none">- The students were able to organize the texts sequentially.- Their writing was communicative and more valuable.
3.	Vocabulary	<ul style="list-style-type: none">- The students still seemed reluctant to utilize their dictionary.- They sometimes confused of word form, choice, and usage.	<ul style="list-style-type: none">- The students used their vocabulary more than before.- Their vocabulary mastery was improved.
4.	Language Use	<ul style="list-style-type: none">- They still did frequent errors of using simple past tense.- They often forgot to change the verb into past form.- They sometimes got difficulty in ordering words.	<ul style="list-style-type: none">- They only did several errors in dealing with Verb 2.- Their mastery in word ordering increased significantly.

(Continued)

(Continued)

5.	Mechanics	The students did frequent errors of spelling, punctuation and capitalization.	- The students did occasional errors of spelling, punctuation and capitalization.
----	-----------	---	---

Furthermore, the improvements of the students' writing skills could be seen from the following table and graph. It was also continued with the discussions of the implemented actions.

Table 15: The Means of the Test Score for Five Aspects of Text Writing

Test	Content	Organization	Vocabulary	Language Use	Writing Mechanics
Pre-Test	18.03	12.37	12.28	12.21	3.17
Cycle 1	21.68	15.10	15.04	16.40	3.39
Cycle 2	22.46	15.71	15.62	18.04	4.00
Post Test	23.57	16.96	16.90	19.68	4.45

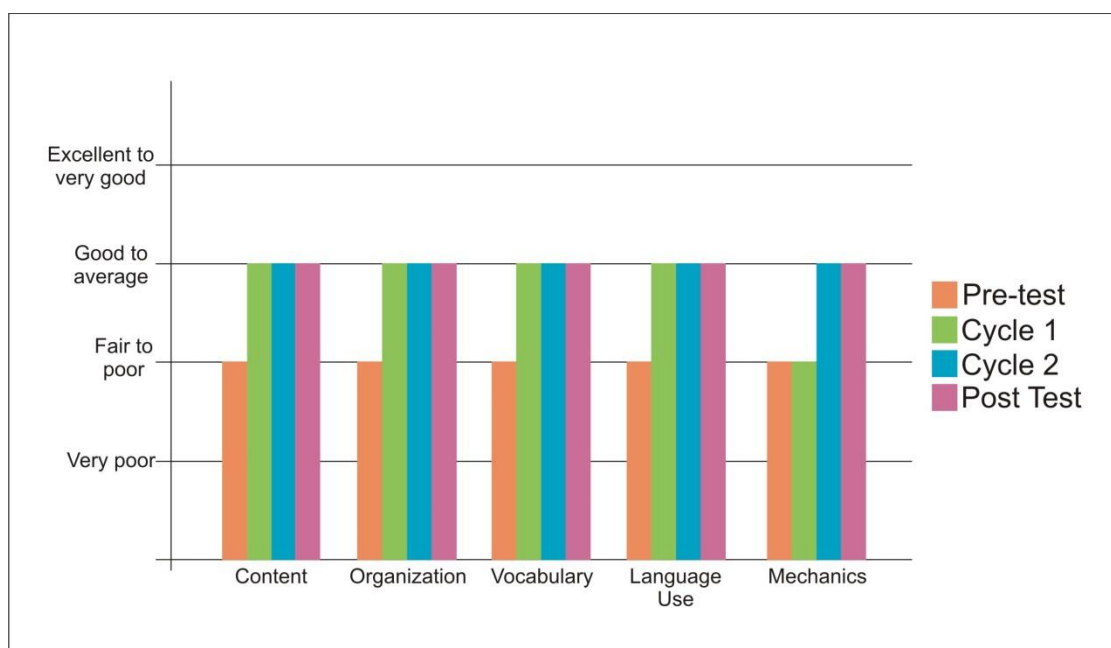


Figure 8: The Graph of Students' Writing Scores in the Five Aspects

First, the improvements concerning the content were affected by the use of the animated short movies. In the first cycle, the students were able to generate the ideas more easily although their writing had lacks of details. A considerable improvement in the second cycle was shown by their ideas that were stand out and well sequenced. The animated short movies stimulated them to gain significant ideas so they did not feel confused of what they had to write anymore. As what was stated before, the process of brainstorming the ideas was an important step before the students did their writing. Therefore, the animated short movies were suitable media to enhance the students' ability in finding the ideas.

Secondly, the students' skills in organizing the texts were also improved. By the use of animated short movies, their ability in sequencing the ideas were increased. The implementation of giving worksheets and providing guidance also supported the students to organize the text better than before. They became accustomed to organize the text using logical sequences and to give more supported information in their writing. In short, the actions implemented were successfully enhanced their skills in dealing with text organization.

Next, the students' vocabulary mastery was also improved after the researcher implemented some actions. The practices that enabled them to enrich their vocabulary affected to their habits in the classroom and the vocabulary ranges. In the first cycle, their willingness in utilizing their dictionary was still low but this habit decreased in the second cycle. They used their dictionary more often than before. This habit then led them to increase their vocabulary ranges. The improvements were also supported by the use of animated short movies and

the activities provided. They were always pushed to get the meaning of every difficult word they found out during discussions of the animated short movies and the activities provided. In brief, the goal of the actions aimed at improving the students' vocabulary mastery was achieved.

The last improvements were related to the language use and writing mechanics. At first, the students had low understanding about the concept of simple past tense and word order. They were confused with the use of Verb 2 and sometimes the meaning of their sentences was obscured. They also had obstacles in spelling, punctuation, and capitalization awareness. The actions implemented were by providing worksheets and guidance. The students and the researcher discussed the tasks together. Whenever the students needed helps, the researcher guided them one by one until they understood it. The improvements proved that the actions were successfully implemented.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions

The aim of this research is to improve the writing skills of Grade VIII C students at SMP N 1 Srumbung in the academic year of 2013/2014 through the use of animated short movies. This research belongs to action research. The researcher collected the data through interviews, observations, and writing tests. The research was conducted in two cycles, and summarized as follows.

In Cycle 1, the use of animated short movie was implemented in the Independent Construction of the Text (ICOT) stage. The students were asked to write a recount text based on the movie entitled “Alarm” individually. The process of writing namely drafting, revising, and producing the final product were done by the students. This action was also supported by the other actions such as making use of LCD projector optimally, providing activities that enable the students to enrich their vocabulary, giving more explanations and models related to the organization, language use, and mechanics aspects, and giving worksheets and providing guidance. The result of the action implementations was that the students’ writing skills improved.

In Cycle 2, there were two animated short movies played in the Joint Construction of the Text (JCOT) and Independent Construction of the Text (ICOT) stages. In the JCOT stage, the students were assigned to write a recount text based on the movie entitled “Take Me Home” in a group of four, so they could share their ideas and knowledge each other. In the ICOT stage, there was an

animated short movie entitled “No Light” played. The students were asked to write a recount text based on the movie individually. In the process of writing, the researcher still guided the students. The use of animated short movies in this stage was also accompanied by the other actions as mentioned previously. The actions implemented brought some significant improvements to the students’ writing skills and their attitude towards the teaching and learning process.

The first action was using the animated short movies in the teaching and learning process. This action brought a quite much improvement in the aspect of content. The students admitted that the use of animated short movies helped them in generating their ideas. As a result, they could develop their ideas more easily and in a smoother way. They also learned to sequence the ideas based on the generic structure of recount text and got some new vocabulary. Moreover, the activities of constructing recount texts based on the animated short movies facilitated the students to do more writing practices since they admitted that they were rarely asked to practice writing.

The use of animated short movies in this research was also supported by optimizing the use of the LCD projector. The LCD projector was utilized not only to present the teaching learning materials but also the media, in this case was the animated short movies. As a result, the class became more interesting and the students became more focused during the teaching and learning process.

The next action was providing the students with vocabulary practices. This action was done to support them in their writing process. They could get some

new vocabulary as clues to construct a recount text. As a result, they were easier to deliver their ideas through writing since they had better vocabulary mastery.

The other improvements were gained as the result of giving explanations related to organization, language use, and writing mechanics aspects. The researcher gave the students more explanations about organizing the text, using of simple past tense, and applying punctuation, spelling, and capitalization conventions. The English teacher admitted that the students forgot the materials that she explained before easily so they need to be reminded. Therefore, since they could apply the principles of those three aspects, they produced better text with better organization, language use and writing mechanics.

The last actions were giving worksheets and providing guidance in order to facilitate the students to practice writing. The worksheets provided them to get more understanding about anything related to recount text. When the students got difficulties in the teaching and learning process, the researcher helped them by providing guidance. She guided them one by one so to ensure that they really understood about the materials. In the writing process, the researcher also provided guidance during the making of writing drafts. These actions were proven to improve the students' writing skills.

In addition, based on the findings, the researcher and the collaborator found several changes occurred in some aspects: the teaching and learning process, the students, and the English teacher. First, during the implementation of the actions, the teaching and learning process became more interesting since the researcher gave the students various activities and made use of the teaching media optimally.

This research successfully balanced the portion between reading and writing activities during the teaching and learning process so the students could get more opportunity to practice writing. Secondly, the students' writing skills were absolutely improved so they could deliver the messages clearly and smoothly. Their attitude towards the teaching and learning process also increased. They were more confident to share their opinions and had better participation during the lessons. They also had willingness to utilize their dictionary. Third, the English teacher also got benefits from this research. She obtained more knowledge in balancing the activities and became more open minded in conducting an interesting and enjoyable English class.

B. Implications

Based on the conclusions, some further implications could be made. The implications of this research were presented below.

1. The most significant improvement was in the aspect of writing content that was gained from the implementation of using of animated short movies. The action successfully increased the students' ability in generating the ideas as the main base of writing.
2. The use of the LCD projector to present the teaching and learning materials and media was very effective to motivate the students during the class. The teaching and learning process became more interesting and the students became more focused. It implies that building an enjoyable atmosphere and being creative in teaching are important for teachers.

3. Vocabulary practices could help the students to increase their vocabulary mastery so they would be better in delivering their ideas. It implies that the more vocabulary they have the better they perform in writing.
4. The more explanations that were given by the researcher were also able to improve the students' awareness of organization, language use, and mechanics conventions. They could organize the text better, sequence the ideas chronologically and fluently, and demonstrate mastery of the application of simple past tense, word ordering, punctuation, and capitalization. It implies that the more the students aware of organization, language use, and mechanics conventions the more accurate their products.
5. The worksheets that were provided by the researcher helped the students to be accustomed with anything related to a recount text. Moreover, the researcher also gave them guidance during the teaching and learning process to help them when they face difficulties. It implies that providing worksheets and providing guidance are very important to the teaching and learning process.
6. The actions that were implemented in this research were proven to increase the students' writing skills and attitudes toward the teaching and learning process. They became more active and confident during the lessons because of the improvements. It implies that the implementation of the actions in this research were very beneficial to the teaching and learning of writing.

C. Suggestions

Based on the conclusions and the implications of the research, some suggestions for the English teacher, the students, and the other researchers on this subject could be proposed. Those suggestions are presented as follows.

1. For the English teacher

Balancing the portion between the four English skills is important to give the students enough opportunities in learning English. Moreover, it would be better if she chooses the suitable activities for each skill. Furthermore, she should be more creative in designing the teaching and learning materials and media so the students' attitude towards the lessons will be better. The use of animated short movies that was supported by the other actions has proven that they bring many benefits in teaching and learning writing. She can implement the actions in order to increase the students writing skills.

2. For the students

The students should practice writing frequently if they want to improve their writing skills. Being active and confident in the classroom are also important so they can share their opinions and get further guidance if they face difficulties. The utilization of dictionary was also beneficial to support their learning. Moreover, they should manage themselves to have high motivation on learning for their own benefits.

3. For other researchers

Other researchers who are interested in the same field could use this study as a reference for conducting further research. Therefore, they may conduct other studies on the same issue in other types of text and skills.

REFERENCES

- Akmala, T. A. 2011. *The Use of Animated Film to Improve Students' Ability in Writing Narrative Text, a Classroom Action Research at the 10th Grade of Madrasah Aliyah Negeri Pemalang in the Academic Year of 2010/2011*. Semarang: Tarbiyah Faculty, Walisongo State Institute for Islamic Studies.
- Anderson, M., and Anderson, K. 1977. *Text Types in English 1*. South Yarra: Macmillan Education Australia.
- Azhar, A. 2011. *Media Pembelajaran*. Jakarta: Rajawali Pers.
- Astuti, B. K. 2011. *Improving Writing Skill By Using Cartoon Film At The Eighth Grade Student Of SMPN 1 Ayah Kebumen In 2009/2010 Academic Year*. Surakarta: UNS.
- Atkinson, M., and Sturges, J. 2003. *At the Turning Point: The Young Adolescent Learner*. Boston: Center for Collaborative Education.
- Badan Standar Nasional Pendidikan (BSNP). 2006. *Standar Isi untuk Satuan Pendidikan Dasar dan Menengah*. Jakarta: Depdiknas
- Blanchard, K., and C. Root. 2004. *Ready to Write More: from Paragraph to Essay*. London: Longman.
- Brown, H.D. 2004. *Language Assessment Principles and Classroom Practices*. New York: Longman.
- Burns, Anne. (1999). *Collaborative Action Research for English Language Teachers*. Cambridge: Cambridge University Press.
- Chesla, E.L. 2006. *Write Better Essays in Just 20 Minutes a Day, 2nd Edition*. New York: Learning Express.
- Feez, S., and Joyce, H. 1998. *Text-based Syllabus Design*. Sydney: NCELTR.
- Harmer, J. 1998. *How to Teach English: An Introduction to the Practice of English of English Language Teaching (1st Edition) (How to Series)*. England: Longman.
- _____. 2001. *The practice of English Language Teaching*. London: Pearson Education Limited.
- _____. 2004. *How to Teach Writing*. London: Longman.
- _____. 2006. *How to Teach English*. London: Pearson Education Limited.
- Kern, R. 2000. *Literacy and Language Teaching*. Oxford: Oxford University Press.

- Knapp, P., and Watkins, M. 2005. *Genre, text, grammar: Technologies for Teaching and Assessing Writing*. Sydney: University of New South Wales Press, Ltd.
- Koshy, V. 2005. *Action Research for Improving Practice*. London: Paul Chapman Publishing.
- Langan, J. 2008. *College Writing Skill (Revised Edition)*. New York: Mc. Graw-Hill.
- McMillan, J. H., and S. Scumacher. 2010. *Research in Education*. New Jersey: Pearson Education Inc.
- Nunan, D. 1991. *Language Teaching Methodology*. London: Prentice Hall International.
- _____. 2003. *Practical English Language Teaching*. Singapore: Mc. Graw-Hill.
- Oshima, A., and A. Hogue. 1999. *Writing Academic English, 3rd Edition*. New York: Pearson.
- Pedersen, H., and H. Villekold. 2005. *Teaching With Animation - A Booklet About Animation*. Viborg: The Animation Workshop.
- Puspitasari, R. A. M. 2007. *The Use of Animation Movies for Developing Students' Writing Skill of Narrative Texts, a Case Study of Teaching English at Eleventh Grade Students of SMA Negeri 10 Semarang in the Academic Year of 2006/2007*. Semarang: UNNES.
- Richards, J. C., and W. A. Renandya. 2002. *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press.
- Tangkiengsirisin, S. 2006. "Approaches to Teaching Second Language Writing". *Language Institute Journal*, Vol 3, pp. 1-26. Retrieved from <http://www.google.co.id/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CCIQFjAA&url=http%3A%2F%2F164.115.22.25%2F0js222%2Findex.php%2FLEARN%2Farticle%2Fdownload%2F92%2F81&ei=rpkhVNndDdOxuATPxoH4AQ&usg=AFQjCNEDcOj-QX5IKqZAAYusJ2vjTzRFtw&sig2=oRXlPz59IZBxv198S3p2Nw>.
- Weigle, S. C. 2002. *Assessing Writing*. Cambridge: Cambridge University Press.
- Wolf, G. S., 2006. "Using Video to develop Writing Fluency in Low-Proficient ESL Students". *The Internet TESL Journal*, Vol XII, pp. 1-6. Retrieved from <http://iteslj.org/Techniques/Wolf-UsingVideo.html>.

APPENDICES

APPENDIX A: COURSE GRIDS

COURSE GRID OF IMPROVING WRITING SKILLS THROUGH ANIMATED SHORT MOVIES

The Name of the School : SMP N 1 SRUMBUNG

Cycle I

Subject : Bahasa Inggris

Grade/Semester : VIII/2

Time Allocation : 4 x 40 minutes (2 meetings)

Skill : Writing

Text Type : Recount

Standard of Competence :

12. Expressing meaning within short written functional texts and essays in the forms of recount and narrative in the context of daily life.

Basic Competence :

12.2 Expressing meaning and rhetorical steps within short essays using written language accurately, fluently, and appropriately in the context of daily life in the form of recount and narrative.

Learning	Indicators	Teaching-	Learning	Animated	Evaluation	Time	Sources
----------	------------	-----------	----------	----------	------------	------	---------

Objectives		Learning Activities	Materials	Short Movies	Techniques	Instruments	The examples of instrument	Allocation	
<ul style="list-style-type: none"> At the end of the lesson, the students are able to write recount text accurately, fluently, and appropriately in the context of daily life. 	<ul style="list-style-type: none"> Identify the social function, the language features and the generic structures of a recount text. Transform words from V1 to V2. Construct simple sentences in the form of simple past tense. Write an orientation of a recount text. 	<u>Building Knowledge of Field</u> <ul style="list-style-type: none"> Teacher asks students if they ever write diaries Teacher shows a diary Teacher asks some questions related to the diary Teacher outlines the kind of text to learn Teacher deliver the standard of competence and basic 	<ul style="list-style-type: none"> Recount Texts a. Went to the Art Festival <p><i>Dear diary</i> <i>Yesterday, I went to the Art Festival which is held in a big city park. I went there with my classmates.</i> <i>First, we visited the school tent where we viewed the students projects from many school. Then, we gathered in front of the large stage.</i> <i>After that, the announcer called my school team to dance Javanese</i></p>	<ul style="list-style-type: none"> An animated short movie entitled "Alarm" 	Written test	Write a recount text based on the animated short movie: "Alarm". Use the chronological order to ease you.	Attached	4x40 minutes	1. Priyana, Joko, Arnys R. Irjayanti, and VirgaRenita sari. 2008. <i>Scaffolding: English for Junior High School Students Grade VIII. Jakarta: PusatPerbukuan, Departeme</i>

	<ul style="list-style-type: none"> • Write a sequence of events of a recount text. • Write a reorientation of a recount text. • Write a recount text based on the animated short movie. 	<p>competence <u>Modeling of the Text</u></p> <ul style="list-style-type: none"> • Teacher asks students to find difficult words and discusses together with them. • Teachers and students discuss about the social functions, generic structures, and language features of a recount text. • Teacher gives another example of recount text and asks the students to 	<p>dances. They danced two dances, bondan and srimpi. The crowd gave them a great applause. It was a great day. I really love it.</p> <p>Luna</p> <p>b. The Day When Everything Went Wrong</p> <p>Dear diary.</p> <p>I am so glad that today is over. So many things went wrong!</p> <p>For some reason, I did not sleep a wink last night. I was very tired when mom called me this morning. I fell asleep again</p>						<p>nPendidikan Nasional</p> <p>2. Rahmandani, Tri. 2011. <i>Example of Recount Text: Master Ceremony</i>, http://recounttext.blogspot.com/2011/02/01_archive.html. Retrieved on April, 16 2014</p>
--	--	---	--	--	--	--	--	--	--

		<p>read it and to find difficult words.</p> <ul style="list-style-type: none"> • The teacher and the students discuss about the text together. <p><u>Joint Construction of Text</u></p> <ul style="list-style-type: none"> • Teacher asks students to transform V1 to V2 in pairs. • Teacher asks students arrange and identify jumbled sentences into a good paragraph in pairs. <p><u>Independent Construction</u></p>	<p><i>until she called me again. That snooze made me late. I did not have time for breakfast. I was starving as I ran to catch the school bus. I just missed it. Then, mom had to drive me to school. She was late for an important meeting and she was furious with me. She scolded me for being late. I got to school on time. The English teacher asked us to hand in our essays. My essay was not in my bag. I had forgotten to put it in my bag the</i></p>						<p>3. Rahmandani, Tri. 2011. <i>Recount Text: The Day When Everything Went Wrong</i>, http://recountext.blogspot.com/2011/04/recount-text-day-when-everything-went.html. Retrieved on April, 16 2014</p>
--	--	---	--	--	--	--	--	--	--

		<p><u>of Text</u></p> <ul style="list-style-type: none"> • Teacher asks students to construct simple sentences in the form of simple past tense based on the pictures. • Teacher asks the students to put the sentences into a good paragraph. • Teacher asks students to write a recount text according to the animated short movie: “Alarm”. 	<p><i>night before. I usually check my bag in the morning. I did not do this because I was late. I had to write an extra essay as a punishment. What a terrible day! I hope that I have a much better one tomorrow.</i></p> <p style="text-align: right;"><i>Lisa</i></p> <ul style="list-style-type: none"> • Vocabulary related to the texts <ul style="list-style-type: none"> - held - visited - gathered - announcer - crowd 						<p>4. http://www.youtube.com/watch?v=ROipDjNYK4k</p>
--	--	---	---	--	--	--	--	--	---

			<ul style="list-style-type: none"> - wrong - tired - did not sleep a wink - snooze - starving - furious - scolded - punishment - terrible <p>• Function of recount text</p> <p>Recount text is a text that retells past events. The purpose is to provide the audience with a</p>						
--	--	--	---	--	--	--	--	--	--

			<p>description of what occurred and when it occurred.</p> <p>• Examples of recount text</p> <ul style="list-style-type: none"> a. Eyewitness account b. Newspaper reports c. Letters d. Conversation e. Television interviews f. Speeches g. Diary h. etc. <p>• Generic Structures of</p>						
--	--	--	---	--	--	--	--	--	--

			<p>recount text</p> <p>a. Orientation Introducing the definition and specification of the subject matter or related to natural phenomenon.</p> <p>b. Events Containing series of sequential events presented from someone's experience.</p> <p>c. Reorientation Ending of the story, sometimes containing the writer's comment however this is not always</p>						
--	--	--	---	--	--	--	--	--	--

			<p>necessary.</p> <ul style="list-style-type: none"> • Language features of recount text <p>a. Use of noun and pronoun to identify people, animals, places, etc.</p> <p>b. Use of past tense to retell the events:</p> <p>Formula: S+V2</p> <p>Examples:</p> <p>I <u>went</u> to the zoo yesterday.</p> <p>I <u>visited</u> Lake Toba last holiday.</p>						
--	--	--	--	--	--	--	--	--	--

			<p>c. Usually use the following adverbs of time in the simple past tense:</p> <p><i>Yesterday...</i></p> <p><i>Last Week...</i></p> <p><i>Last...</i></p> <p><i>Two days ago...</i></p> <p><i>This...</i></p> <p><i>... ago</i></p> <p>d. Use of chronological order (first, second, then, next, finally)</p>						
--	--	--	---	--	--	--	--	--	--

COURSE GRID OF IMPROVING WRITING SKILLS THROUGH ANIMATED SHORT MOVIES

The Name of the School : SMP N 1 SRUMBUNG

Cycle II

Subject : Bahasa Inggris

Grade/Semester : VIII/2

Time Allocation : 4 x 40 minutes (2 meetings)

Skill : Writing

Text Type : Recount

Standard of Competence :

12. Expressing meaning within short written functional texts and essays in the forms of recount and narrative in the context of daily life.

Basic Competence :

12.2 Expressing meaning and rhetorical steps within short essays using written language accurately, fluently, and appropriately in the context of daily life in the form of recount and narrative.

Learning Objectives	Indicators	Teaching-Learning Activities	Learning Materials	Animated Short Movies	Evaluation			Time Allocation	Sources
					Techniques	Instruments	The examples of instrument		
<ul style="list-style-type: none"> At the end of the lesson, the students are able to write recount text accurately, fluently, and appropriately in the context of daily life. 	<ul style="list-style-type: none"> Identify the social function, the language features and the generic structures of a recount text. Construct simple sentences in the form of simple past tense. Write a recount text based on the animated 	<u>Building Knowledge of Field</u> <ul style="list-style-type: none"> The teacher recalls the students' background knowledge about recount text. Teacher shows a text. Teacher asks some students to 	<ul style="list-style-type: none"> Recount Text My Unforgettable Experience <i>I was walking along Jalan Pemuda at that afternoon when I saw a blue car stopped outside the bank. Next, I saw a man with a mask on. He jumped out of the car and ran into the bank. Then, I walked up to the door of the bank</i> 	<ul style="list-style-type: none"> An animated short movie entitled "Take Me Home" An animated short movie entitled "No Light" 	Written test	Write a recount text based on the animated short movie: "No Light".	Attached	4x40 minutes	1. Anderson, Mark and Anderson, Kathy. 1997. <i>Text Types in English 1</i> . Australia: Macmillan Education Australis PTY LTD. 2. http://www.youtube.co

	<p>short movie in groups.</p> <ul style="list-style-type: none"> • Write a recount text based on the animated short movie individually . 	<p>read the text loudly.</p> <ul style="list-style-type: none"> • Teacher asks some questions related to the text. <p><u>Modeling of the Text</u></p> <ul style="list-style-type: none"> • Teacher asks students to find difficult words and discusses together with them. • Teacher and 	<p><i>and looked in. I was very startled of what I saw in the bank. Everyone was lying prone on the floor when the robber shot into the air. At this point, I was scared but I hurried to the telephone box near the bank to call the police. After a few minutes, they arrived at the bank and directly arrested the robber. This experience will always be</i></p>						<p>m/watch?v=D_Rx4qZ8QRc</p> <p>3. http://www.youtube.com/watch?v=2KLNiMXrYM0</p>
--	---	---	--	--	--	--	--	--	--

		<p>students discuss about the text together.</p> <p><u>Joint Construction of Text</u></p> <ul style="list-style-type: none"> • Teacher asks students to construct simple sentences related to the pictures in the form of past tense in pairs. • Teacher shows an 	<p><i>remembered.</i></p> <ul style="list-style-type: none"> • Vocabulary related to the text <ul style="list-style-type: none"> - mask - jumped out - looked in - lying prone - scared • Function of recount text <p>Recount text is a text that retells past events. The purpose is to provide the audience with a</p> 						
--	--	---	---	--	--	--	--	--	--

		<p>animated short movie: “<i>Take Me Home</i>”.</p> <ul style="list-style-type: none"> • Teacher and students discuss it together. • Teacher asks students to work in the group of four. • Teacher asks each group to watch the animated short movie 	<p>description of what occurred and when it occurred.</p> <ul style="list-style-type: none"> • Examples of recount text <ul style="list-style-type: none"> i. Eyewitness account j. Newspaper reports k. Letters l. Conversation m. Television interviews n. Speeches o. Diary p. etc • Generic Structures of recount text 						
--	--	---	---	--	--	--	--	--	--

		<p>again and to take important information.</p> <ul style="list-style-type: none"> • Teacher asks each group to make a recount text based on the animated short movie. <p><u>Independent Construction of Text</u></p> <ul style="list-style-type: none"> • Teacher asks students to write a recount text according to the animated 	<p>d. Orientation Introducing the definition and specification of the subject matter or related to natural phenomenon.</p> <p>e. Events Containing series of sequential events presented from someone's experience.</p> <p>f. Reorientation Ending of the story, sometimes containing the writer's comment however this is not always necessary.</p>						
--	--	--	---	--	--	--	--	--	--

		short movie: “No Light”	<ul style="list-style-type: none"> • Language features of recount text <p>e. Use of noun and pronoun to identify people, animals, places, etc.</p> <p>f. Use of past tense to retell the events:</p> <p>Formula: S+V2</p> <p>Examples:</p> <p>I <u>went</u> to the zoo yesterday.</p> <p>I <u>visited</u> Lake Toba last holiday.</p>						
--	--	----------------------------	--	--	--	--	--	--	--

			<p>g. Usually use the following adverbs of time in the simple past tense:</p> <p><i>Yesterday...</i></p> <p><i>Last Week...</i></p> <p><i>Last...</i></p> <p><i>Two days ago...</i></p> <p><i>This...</i></p> <p><i>... ago</i></p> <p>h. Use of chronological order (first, second, then, next, finally)</p>						
--	--	--	---	--	--	--	--	--	--

APPENDIX B:

LESSON PLANS

LESSON PLAN

The Name of the School	: SMP N 1 SRUMBUNG
Subject	: Bahasa Inggris
Grade/Semester	: VIII/2
Time Allocation	: 4 x 40 minutes (2 meetings)
Skill	: Writing
Text Type	: Recount

A. Standard of Competence

12. Expressing meaning within short written functional texts and essays in the forms of recount and narrative in the context of daily life.

B. Basic Competence

- 12.2 Expressing meaning and rhetorical steps within short essays using written language accurately, fluently, and appropriately in the context of daily life in the form of recount and narrative.

C. Indicators

1. Identify the social function, the language features and the generic structures of a recount text.
2. Transform words from V1 to V2.
3. Construct simple sentences in the form of simple past tense.
4. Write an orientation of a recount text.
5. Write a sequence of events of a recount text.
6. Write a reorientation of a recount text.
7. Write a recount text based on the animated short movie.

D. Learning objective

At the end of the lesson, the students are able to write recount text accurately, fluently, and appropriately in the context of daily life.

E. Learning Materials

1. Recount texts

Dear diary

Yesterday, I went to the Art Festival which is held in a big city park. I went there with my classmates.

First, we visited the school tent where we viewed the students' projects from many schools. Then, we gathered in front of the large stage. After that, the announcer called my school team to dance Javanese dances. They danced two dances, bondan and srimpi. The crowd gave them a great applause.

It was a great day. I really love it.

Dear diary.

I am so glad that today is over. So many things went wrong!

For some reason, I did not sleep a wink last night. I was very tired when mom called me this morning. I fell asleep again until she called me again. That snooze made me late. I did not have time for breakfast. I was starving as I ran to catch the school bus. I just missed it. Then, mom had to drive me to school. She was late for an important meeting and she was furious with me. She scolded me for being late.

I got to school on time. The English teacher asked us to hand in our essays. My essay was not in my bag. I had forgotten to put it in my bag the night before. I usually check my bag in the morning. I did not do this because I was late. I had to write an extra essay as a punishment.

What a terrible day! I hope that I have a much better one tomorrow.

Lisa

Adapted from <http://recounttext.blogspot.com>

2. Vocabulary related to the text

a. Text 1

- Held = mengadakan - Visited = mengunjungi
- Gathered = berkumpul - Announcer = penyiar
- Crowd = kerumunan

b. Text 2

- Wrong = salah / keliru - Tired = lelah
- Did not sleep a wink = tidak tidur sama sekali
- Snooze = tidur sebentar - Starving = kelaparan
- Furious = geram / sangat marah
- Scolded = mengomeli - Punishment = hukuman
- Terrible = mengerikan / sangat buruk

3. Function of a recount text

RECOUNT

What is a recount?

A recount is a piece of text that retells past events usually in the order in which they occurred. Its purpose is to provide the audience with a description of what occurred and when it occurred.

Examples of recount texts include:

- 🔹 Eyewitness account
- 🔹 Newspaper reports
- 🔹 Letters
- 🔹 Conversation
- 🔹 Television interviews
- 🔹 Speeches
- 🔹 Diary
- 🔹 etc

4. Parts of a recount text

Features of a recount:

A recount text usually has three main sections.

a. Orientation

Introducing the definition and specification of the subject matter or related to natural phenomenon.

b. Events

Containing series of sequential events presented from someone's experience.

c. Reorientation

Ending of the story, sometimes containing the writer's comment however this is not always necessary.

5. Grammatical features of a recount text

Language features of a recount:

a. Use of noun and pronoun to identify people, animals, places, etc.

b. Use of past tense to retell the events:

Formula: S+V2

Example: I went to the zoo yesterday.

I visited Lake Toba last holiday.

c. Usually use the following adverbs of time in the simple past tense:

Yesterday...

Last Week...

Last...

Two days ago...

This...

... ago

d. Use of chronological order (first, second, then, next, finally)


Text 1


Orientation	Yesterday , I went to the Art Festival which is held in a big city park. I went there with my classmates.
Event 1	First , we visited the school tent where were viewed the students projects from many school.
Event 2	Then , we gathered in front of the large stage.
Event 3	After that , the announcer called my school team to dance Javanese dances.
Event 4	They danced two dances, a bondan and a srimpi.
Event 5	The crowd gave them a great applause.
Reorientation	It was a great day. I really love it.

Text 2

Orientation	I am so glad that today is over. So many things went wrong!
Event 1	For some reason I did not sleep a wink last night . I was very tired when mom called me this morning . I fell asleep again until she called me again. That snooze made me late.
Event 2	I did not have time for breakfast. I was starving as I ran to catch the school bus. I just missed it.
Event 3	Then , mom had to drive me to school. She was late for an important meeting and she was furious with me. She scolded me for being late.
Event 4	I got to school on time. The English teacher asked us to hand in our essays. My essay was not in my bag. I forgot to put it in my bag the night before. I usually check my bag in the morning. I did not do this because I was late.
Event 5	I had to write an extra essay as a punishment.
Reorientation	What a terrible day! I hope that I have a much better one tomorrow.

 = Past tense

 = Chronological order

 = Adverb of time

F. Teaching Method

Genre-Based Approach

G. Procedures

Pre-teaching :

- a. Teacher greets the students.
- b. The teacher leads the prayer.
- c. The teacher checks the attendance list.
- d. Apperception: Teacher shows pictures of diary

Whilst-teaching:

BKOF	<ol style="list-style-type: none"> a. The teacher asks students if they ever write diaries b. The teacher shows a diary c. The teacher asks some questions related to the diary d. The teacher outlines the kind of text to learn e. The teacher deliver the standard of competence and basic competence
MOT	<ol style="list-style-type: none"> f. The teacher asks the students to find difficult words and discusses together with them. g. The teacher and the students students discuss about the social functions, generic structures, and language features of a recount text. h. The teacher gives another example of recount text and asks the students to read it and to find difficult words. i. The teacher and the students discuss about the text together.
JCOT	<ol style="list-style-type: none"> j. The teacher asks the students to transform V1 to V2 in pairs k. The teacher asks the students to arrange and to identify jumbled sentences into a good paragraph in pairs
ICOT	<ol style="list-style-type: none"> l. The teacher asks the students to construct simple sentences in the form of simple past tense based on the pictures.

(Continued)

(Continued)

ICOT	m. The teacher asks the students to put the sentences into a good paragraph. n. The teacher asks the students to write a recount text according to the animated short movie : <i>Alarm</i> .
-------------	---

Post-teaching :

- a. The teacher and the students summarize the teaching and learning process.
- b. The teacher and the students reflect on the teaching and learning process.
- c. The teacher gives further guidance for the next meeting.

H. Learning Sources

Priyana, Joko, Arnys R. Irjayanti, and Virga Renitasari. 2008. *Scaffolding: English for Junior High School Students Grade VIII*. Jakarta: PusatPerbukuan, DepartemenPendidikanNasional

Rahmandani, Tri. 2011. *Example of Recount Text: Master Ceremony*, http://recounttext.blogspot.com/2011_02_01_archive.html. Retrieved on April, 16 2014

Rahmandani, Tri. 2011. *Recount Text: The Day When Everything Went Wrong*, <http://recounttext.blogspot.com/2011/04/recount-text-day-when-everything-went.html>. Retrieved on April, 16 2014

<http://www.youtube.com/watch?v=ROipDjNYK4k>

I. Assessment

- a. Technique: writing test
- b. Instrument: texts
- c. Rubric:

Aspect of Writing	Score	Descriptions
Content	30-27	EXCELLENT TO VERY GOOD knowledgeable; substantive; thorough development of thesis; and relevant to assigned topic
	26-22	GOOD TO AVERAGE some knowledge of subject; adequate range; limited development of thesis; mostly relevant to topic but lacks detail
	21-17	FAIR TO POOR limited knowledge of subject; little substance; inadequate development of topic
	16-13	VERY POOR does not show knowledge of subject; non-substantive; not pertinent; or not enough to evaluate
Organization	20-18	EXCELLENT TO VERY GOOD fluent expression; ideas clearly stated/supported; succinct; well-organised; logical sequencing; cohesive
	17-14	GOOD TO AVERAGE somewhat choppy; loosely organized but main ideas stand out; limited support; logical but incomplete sequencing
	13-10	FAIR TO POOR non-fluent; ideas confused or disconnected; lacks logical sequencing and development
	9-7	VERY POOR does not communicate; no organization; or not enough to evaluate
Vocabulary	20-18	EXCELLENT TO CERY GOOD sophisticated range; effective word/idiom choice and usage; word form mastery; appropriate register
	17-14	GOOD TO AVERAGE adequate range; occasional errors of word/idiom form, choice, usage but meaning not obscured
	13-10	FAIR TO POOR limited range; frequent errors of word/idiom form, choice, usage; meaning confused or obscured
	9-7	VERY POOR essentially translation; little knowledge of English vocabulary, idioms, word form; or not enough to evaluate
Language Use	25-22	EXCELLENT TO VERY GOOD effective complex constructions; few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions

(Continued)

(Continued)

Aspect of Writing	Score	Descriptions
	21-18	GOOD TO AVERAGE effective but simple constructions; minor problems in complex constructions; several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured
	17-11	FAIR TO POOR major problems in sample/complex constructions; frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions; meaning confused or obscured
	10-5	VERY POOR virtually no mastery of sentence construction rules; dominated by errors; does not communicate; or not enough to evaluate
Mechanics	5	EXCELLENT TO VERY GOOD demonstrate mastery of conventions; few errors of spelling, punctuation, capitalisation, paragraphing
	4	GOOD TO AVERAGE occasional errors of spelling, punctuation, capitalisation, paragraphing but meaning not obscured
	3	FAIR TO POOR frequent errors of spelling, punctuation, capitalisation, paragraphing; poor handwriting; meaning confused or obscured
	2	VERY POOR no mastery of conventions; dominated by errors of spelling, punctuation, capitalisation, paragraphing; handwriting illegible; or not enough to evaluate

Maximum total score: $30+20+20+25+5 = 100$

Srumbung, May 2014

The researcher,

Saras Dhona Septia

NIM. 10202244037

APPENDICES

APPENDIX 1

Dear diary

Yesterday, I went to the Art Festival which is held in a big city park. I went there with my classmates.

First, we visited the school tent where we viewed the students' projects from many schools. Then, we gathered in front of the large stage. After that, the announcer called my school team to dance Javanese dances. We danced two dances, a bondan and a srimpi. The crowd gave us a great applause.

It was a great day. I really love it.

APPENDIX 2

Dear diary.

I am so glad that today is over. So many things went wrong!

For some reason, I did not sleep a wink last night. I was very tired when mom called me this morning. I fell asleep again until she called me again. That snooze made me late. I did not have time for breakfast. I was starving as I ran to catch the school bus. I just missed it. Then, mom had to drive me to school. She was late for an important meeting and she was furious with me. She scolded me for being late.

I got to school on time. The English teacher asked us to hand in our essays. My essay was not in my bag. I had forgotten to put it in my bag the night before. I usually check my bag in the morning. I did not do this because I was late. I had to write an extra essay as a punishment.

What a terrible day! I hope that I have a much better one tomorrow.

Lisa

Appendix 3

- a. Transform the words in the box into past tense.
- b. Fill in the blanks with the correct words. Look at the example.

<u>go</u> <i>went</i>	<u>take</u>	<u>accompany</u>
<u>attend</u>	<u>win</u>	<u>spend</u>

1. Fredy *went* to Samarinda last year.
2. Asep his brother to the airport yesterday.
3. Ketut Tantri much money in his holiday last month.
4. Sanusi me to go to the travel agent three days ago.
5. Last holiday, Laila an English course.
6. Two days ago, Elia the free ticket to Lombok.

APPENDIX 4

Complete the letter with the suitable words in the box. Change the form if necessary.

<u>go</u>	<u>buy</u>	<u>visit</u>
<u>do</u>	<u>spend</u>	

Magelang, 12 May 2014

Hi Putri, How are you? I hope you are fine.

By the way, I want to tell you about my holiday. Last month I ❶ _____ to Bandung. I was so happy because it was my first time to visit the place. There are many places to visit.

First, I ❷ _____ Tangkuban Prah. The place is just so wonderful. After that, I went to Dago Street. I ❸ _____ some T-shirt there. Then, I went to Cibaduyut. I bought many things like shoes, dolls, and some souvenirs. I also ❹ _____ not forget to but 'peuyeum'. Bandung is famous for its 'peuyeum'. Finally I went to café to have lunch. I ❺ _____ three days in Bandung and that was really fun.

Anyway, I will write to you again next time. Write to me as soon as you can. Bye.

Sincerely,
Ketut Tantri






APPENDIX 5





Read the following jumbled sentences. Rearrange these sentences into a good recount text. Then, label them as orientation, sequence of events, or re-orientation.

In the first day , I did many mistakes. I felt really nervous because it was my first experience.	
Finally , I became the master ceremony as well as a prayer leader. I was grateful because I leaded the ceremony well enough.	
Then , she pointed to me to be the master of ceremony. It was not good, but I could not reject it.	
In the next day, I did better I think. I was very tired because I trained in the hot day at 11 am to 1 pm.	
Last month , when I was studying in my classroom, suddenly Mrs. Tyas called me. She told me that I was elected to be the prayer leader in the next ceremony. I will be trained in the following days.	1 : Orientation
That was a very unforgettable experience. Although I did not ready to be a master of ceremony, I finally did it well.	
At the ceremony day , I felt really confident to lead people to pray. but, a problem suddenly came up, the master of ceremonies did not attend the ceremonies! Mrs. Tyas was really confused of it.	

APPENDIX 6

Write a sentence to describe the following clues. Then, put the sentences into a good paragraph. Look at the example

WHO		
WHEN	3rd of May 2014	
WHERE		We went to Parangtritis beach.
WHAT HAPPENED	Leave: 06.00 a.m. by: 	→
	Arrive: 09.00 a.m.	→
		→
		→

		→
	eat 	→
	go home: 05.00 p.m	→
	FEEL:  but 	→

Title	
Orientation	
Events	
Re-orientation	

APPENDIX 6

Write a recount text based on the animated short movie: *Alarm*. Use the chronological order to ease you.

Name :

Student Number :



ALARM

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

LESSON PLAN

The Name of the School	: SMP N 1 SRUMBUNG
Subject	: Bahasa Inggris
Grade/Semester	: VIII/2
Time Allocation	: 4 x 40 minutes (2 meetings)
Skill	: Writing
Text Type	: Recount

A. Standard of Competence

12. Expressing meaning within short written functional texts and essays in the forms of recount and narrative in the context of daily life.

B. Basic Competence

- 12.2 Expressing meaning and rhetorical steps within short essays using written language accurately, fluently, and appropriately in the context of daily life in the form of recount and narrative.

C. Indicators

1. Identify the social function, the language features and the generic structures of a recount text.
2. Construct simple sentences in the form of simple past tense.
3. Write a recount text based on the animated short movie in groups.
4. Write a recount text based on the animated short movie individually.

D. Learning Objective

At the end of the lesson, the students are able to write recount text accurately, fluently, and appropriately in the context of daily life.

E. Learning Materials

1. Recount texts

My Unforgettable Experience

I was walking along Jalan Pemuda at that afternoon when I saw a blue car stopped outside the bank. Next, I saw a man with a mask on. He jumped out of the car and ran into the bank. Then, I walked up to the door of the bank and looked in. I was very startled of what I saw in the bank. Everyone was lying prone on the floor when the robber shot into the air. At this point, I was scared but I hurried to the telephone box near the bank to call the police. After a few minutes, they arrived at the bank and directly arrested the robber.

2. Vocabulary

- a. Mask = topeng
- b. Jumped out = melompat keluar
- c. Looked in = melihat ke dalam
- d. Lying prone = berbaring tengkurap
- e. Scared = takut

3. Function of a recount text

RECOUNT

What is a recount?

A recount is a piece of text that retells past events usually in the order in which they occurred. Its purpose is to provide the audience with a description of what occurred and when it occurred.

Examples of recount texts include:

- 🔦 Eyewitness account
- 🔦 Newspaper reports
- 🔦 Letters
- 🔦 Conversation
- 🔦 Television interviews
- 🔦 Speeches
- 🔦 Diary
- 🔦 etc

4. Parts of a recount text

Features of a recount:

A recount text usually has three main sections.

d. Orientation

Introducing the definition and specification of the subject matter or related to natural phenomenon.

e. Events

Containing series of sequential events presented from someone's experience.

f. Reorientation

Ending of the story, sometimes containing the writer's comment however this is not always necessary.

5. Grammatical features of a recount text

Language features of a recount:

e. Use of noun and pronoun to identify people, animals, places, etc.

f. Use of past tense to retell the events:

Formula: S+V2

Example: I went to the zoo yesterday.

I visited Lake Toba last holiday.

g. Usually use the following adverbs of time in the simple past tense:

Yesterday...

Last Week...

Last...

Two days ago...

This...

... ago

h. Use of chronological order (first, second, then, next, finally)

F. Teaching Method

Genre-Based Approach

G. Procedures

Pre-teaching :

- e. Teacher greets the students.
- f. The teacher leads the prayer.
- g. The teacher checks the attendance list.

Whilst-teaching:

BKOF	<ul style="list-style-type: none"> o. The teacher recalls the students' background knowledge about recount text. p. The teacher shows a text. q. The teacher asks some students to read the text loudly. r. The teacher asks some questions related to the text.
MOT	<ul style="list-style-type: none"> s. The teacher asks the students to find difficult words and discusses together with them. t. The teacher and the students discuss about the text together.
JCOT	<ul style="list-style-type: none"> u. The teacher asks the students to construct simple sentences related to the pictures in the form of past tense in pairs. v. The teacher shows an animated short movie: <i>Take Me Home</i>. w. The teacher and the students discuss it together. x. The teacher asks the students to work in the group of four. y. The teacher asks each group to watch the animated short movie again and to take important information. z. The teacher asks each group to make a recount text based on the animated short movie.
ICOT	<ul style="list-style-type: none"> aa. The teacher asks the students to write a recount text according to the animated short movie : <i>No Light</i>.

Post-teaching :

- d. The teacher and the students summarize the teaching and learning process.
- e. The teacher and the students reflects on the teaching and learning process.
- f. The teacher ends the class.

H. Learning Sources

Anderson, Mark and Anderson, Kathy. 1997. *Text Types in English 1*.
Australia: Macmillan Education Australis PTY LTD.

http://www.youtube.com/watch?v=D_Rx4qZ8QRc

<http://www.youtube.com/watch?v=2KLNiMXrYM0>

I. Assessment

d. Technique: writing test

e. Instrument: texts

f. Rubric:

Aspect of Writing	Score	Descriptions
Content	30-27	EXCELLENT TO VERY GOOD knowledgeable; substantive; through development of thesis; and relevant to assigned topic
	26-22	GOOD TO AVERAGE some knowledge of subject; adequate range; limited development of thesis; mostly relevant to topic but lacks detail
	21-17	FAIR TO POOR limited knowledge of subject; little substance; inadequate development of topic
	16-13	VERY POOR does not show knowledge of subject; non-substantive; not pertinent; or not enough to evaluate
Organization	20-18	EXCELLENT TO VERY GOOD fluent expression; ideas clearly stated/supported; succinct; well-organised; logical sequencing; cohesive
	17-14	GOOD TO AVERAGE somewhat choppy; loosely organized but main ideas stand out; limited support; logical but incomplete sequencing
	13-10	FAIR TO POOR non-fluent; ideas confused or disconnected; lacks logical sequencing and development

(Continued)

(Continued)

Aspect of Writing	Score	Descriptions
	9-7	VERY POOR does not communicate; no organization; or not enough to evaluate
Vocabulary	20-18	EXCELLENT TO CERY GOOD sophisticated range; effective word/idiom choice and usage; word form mastery; appropriate register
	17-14	GOOD TO AVERAGE adequate range; occasional errors of word/idiom form, choice, usage but meaning not obscured
	13-10	FAIR TO POOR limited range; frequent errors of word/idiom form, choice, usage; meaning confused or obscured
	9-7	VERY POOR essentially translation; little knowledge of English vocabulary, idioms, word form; or not enough to evaluate
Language Use	25-22	EXCELLENT TO VERY GOOD effective complex constructions; few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21-18	GOOD TO AVERAGE effective but simple constructions; minor problems in complex constructions; several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured
	17-11	FAIR TO POOR major problems in sample/complex constructions; frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions; meaning confused or obscured
	10-5	VERY POOR virtually no mastery of sentence construction rules; dominated by errors; does not communicate; or not enough to evaluate
Mechanics	5	EXCELLENT TO VERY GOOD demonstrate mastery of conventions; few errors of spelling, punctuation, capitalisation, paragraphing
	4	GOOD TO AVERAGE occasional errors of spelling, punctuation, capitalisation, paragraphing but meaning not obscured

(Continued)

(Continued)

Aspect of Writing	Score	Descriptions
	3	FAIR TO POOR frequent errors of spelling, punctuation, capitalisation, paragraphing; poor handwriting; meaning confused or obscured
	2	VERY POOR no mastery of conventions; dominated by errors of spelling, punctuation, capitalisation, paragraphing; handwriting illegible; or not enough to evaluate

Maximum total score: $30+20+20+25+5 = 100$

Srumbung, May 2014

The researcher,

Saras Dhona Septia


NIM. 10202244037


APPENDICES

My Unforgettable Experience

I was walking along Jalan Pemuda at that afternoon when I saw a blue car stopped outside the bank. Next, I saw a man with a mask on. He jumped out of the car and ran into the bank. Then, I walked up to the door of the bank and looked in. I was very startled of what I saw in the bank. Everyone was lying prone on the floor when the robber shot into the air. At this point, I was scared but I hurried to the telephone box near the bank to call the police. After a few minutes, they arrived at the bank and directly arrested the robber.

Last weekend, Diana went to Bali for her holiday. She went there with her family by a car. Please write simple sentences about where she went and what she did there. You may follow the following pictures and clues as your guidance.

Destination	What she did	Description
 <p>Joger</p>	 <p>shopping</p>	<p>1. _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
 <p>Tanjung Benoa</p>	 <p>Flying Fish</p>  <p>Banana Boat</p>  <p>Jet sky</p>	<p>2. _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>3. _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>4. _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

	 <p data-bbox="699 555 914 589">Rolling Doughnut</p>	5. _____ _____ _____ _____ _____ _____
--	--	---

Write a recount text based on the animated short movie *“Take Me Home”* in a group of four.



Write a recount text based on the animated short movie: *No Light*.

Name :

Student Number :



NO LIGHT

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for handwriting practice or general writing. There are no margins, text, or other markings on the paper.

APPENDIX C: OBSERVATION CHECKLIST

OBSERVATION SHEET

CYCLE 1

MEETING 1

Date : May 16th, 2014

Time : 07.40 – 09.00

Observer : Meta Swasti Naraswari

Check each item in the column that mostly represent to your observation. Write additional information if it is necessary.

No	Observation Items	Yes	No	Notes
	The teaching-learning process			
Pre-teaching				
1.	The teacher greets the students.	√		
2.	The students respond to the teacher's greeting.	√		
3.	The teacher leads the prayer		√	The prayer had done in the previous subject.
4.	The teacher checks the attendance list.	√		
5.	All of the students attend the class.	√		
Whilst-teaching				
6.	The teacher shows pictures of diary as the aperception.	√		
7.	The teacher asks the students if they ever write a diary.	√		
8.	The teacher shows an example of a diary.	√		
9.	The teacher asks some questions related to the diary.	√		
10.	The teacher outlines the kind of text to learn.	√		
11.	The teacher deliver the standard of competence and basic competence.	√		
12.	The teacher asks the students to find difficult words.	√		
13.	The students find difficult words.	√		
14.	The teacher asks the students to guess the meaning of difficult words or find them in the dictionary.	√		
15.	The students guess the meaning of difficult words or find them in the dictionary.	√		
16.	The teacher and the students discuss the text together.	√		

(Continued)

(Continued)

No	Observation Items	Yes	No	Notes
17.	The teachers and the students discuss about the social functions, generic structures, and language features of a recount text.	√		
18.	The teacher gives another example of recount text.	√		
19.	The teacher asks some students to read it aloud.	√		
20.	Some students read it aloud.	√		
21.	The teacher asks the students to find difficult words in the text.	√		
22.	The students find the difficult words.	√		
23.	The teacher and the students discuss the meaning of the difficult words.	√		
24.	The teacher and the students discuss about the text together.	√		
25.	The teacher asks the students to transform V1 to V2 in pairs.	√		
26.	The students do the task in pairs.	√		
27.	The teacher and the students discuss the task together.	√		
28.	The teacher asks the students to arrange and to identify jumbled sentences into a good paragraph in pairs.	√		
29.	The students do the task in pairs.	√		
30.	The teacher and the students discuss the task together.	√		

(Continued)

(Continued)

31.	Teacher asks students to construct simple sentences in the form of simple past tense based on the pictures and to put the sentences into a good paragraph.	√		
32.	The students do the tasks in the classroom.		√	The time was up.
Post-teaching				
33.	The teacher summarize the lesson.		√	The researcher forget to summarize the lesson.
34.	The teacher and the students reflect on the teaching and learning process.		√	
35.	The teacher gives further guidance for the next meeting.	√		
36.	The teacher ends the class.	√		
Class Situation				
37.	The students are active during the teaching-learning process.		√	Most of the students were not active during the lesson.
38.	The students show enthusiasm during the teaching-learning process	√		
39.	The students have willingness to utilize their dictionaries.		√	Some of them did not bring their own dictionaries while the students who brought their dictionary seemed reluctant to use theirs.
40.	The teacher manages the class well.	√		
41.	The teacher's instructions are clear.	√		

OBSERVATION SHEET

MEETING 2

Date : May 17th, 2014

Time : 07.00 – 08.20

Observer : Meta Swasti Naraswari

Check each item in the column that mostly represent to your observation. Write additional information if it is necessary.

No	Observation Items	Yes	No	Notes
	The teaching-learning process			
Pre-teaching				
1.	The teacher greets the students.	√		
2.	The students respond to the teacher's greeting.	√		
3.	The teacher leads the prayer		√	The leader of the class led the prayer.
4.	The teacher checks the attendance list.	√		
5.	All of the students attend the class.	√		
6.	The teacher asks about the assignments given in the previous meeting.	√		
Whilst-teaching				
7.	The teacher checks the students' assignments.	√		
8.	The gives more explanations about past tense.	√		
9.	The students and the teacher discuss about past tense.	√		
10.	The teacher plays an animated short movie: "Alarm"	√		
11.	The teacher gives the students papers to take notes.	√		
12.	The students pay attention to the movie.	√		
13.	The students take notes while they are watching the movie.	√		
14.	The teacher and the students discuss abot the movie.	√		
15.	The teacher asks the students to write a recount text based on the movie.	√		
16.	The teacher replays the animated short movie.			
17.	The teacher provides clues.	√		
18.	The teacher gives examples to use the clues.	√		
19.	The students get what the students asks for.	√		
20.	The teacher provides guidance.	√		
21.	The students write the drafts of their writing.	√		

(Continued)

(Continued)

No	Observation Items	Yes	No	Notes
22.	The students finish to write the final version.	√		
Post-teaching				
23.	Teacher and students summarize the teaching and learning process.	√		
24.	Teacher and students reflects on the teaching and learning process.	√		
25.	The teacher gives further guidance related to the next meeting.	√		
26.	The teacher ends the class.	√		
Class Situation				
27.	The students are active during the teaching-learning process.	√		
28.	The students have willingness to use their dictionaries.	√		
29.	The students show enthusiasm during the teaching-learning process	√		
30.	The students like the media: animated short movie.	√		
31.	Teacher has good time management.	√		
32.	The teacher manages the class well.	√		
33.	The teacher's instructions are clear.	√		

OBSERVATION SHEET

CYCLE 2

MEETING 3

Date : May 23rd, 2014

Time : 07.40 – 09.00

Observer : Meta Swasti Naraswari

Check each item in the column that mostly represent to your observation. Write additional information if it is necessary.

No	Observation Items	Yes	No	Notes
	The teaching-learning process			
Pre-teaching				
42.	The teacher greets the students.	√		
43.	The students respond to the teacher's greeting.	√		
44.	The teacher leads the prayer		√	The prayer had done in the previous subject.
45.	The teacher checks the attendance list.	√		
46.	All of the students attend the class.	√		
47.	The teacher asks the students about what they have learned in the previous week.	√		
48.	The teacher recalls the materials in the previous week.	√		
Whilst-teaching				
49.	The teacher gives an example of recount text.	√		
50.	The students asks some students to read the text loudly.	√		
51.	There are students who want to read the text voluntarily.	√		
52.	The teacher asks the students to find difficult words in the text.	√		
53.	The teacher and the students discuss the text together.	√		
54.	The teacher asks about the generic structures of the text.	√		
55.	The teacher asks the students to find V2 in the text.	√		
56.	The teacher and the students discuss about the V2 found in the text.	√		
57.	The teacher asks the students to find words representing chronological order.	√		

(Continued)

(Continued)

No	Observation Items	Yes	No	Notes
58.	The teacher and the students discuss the words they found together.	√		
59.	The teacher asks the students to construct simple sentences related to the pictures in the form of past tense in pairs.	√		
60.	The students do the task.	√		
61.	The teacher checks the students' works.	√		
62.	The teacher does correction if there are errors.	√		
63.	The teacher divides the students into some groups consisting of 4 members.	√		
64.	The teacher gives a piece of paper for each group.	√		
65.	The teacher asks the students to take notes about the movie.	√		
66.	The teacher plays an animated short movie.	√		
67.	The teacher replays the movie.	√		
68.	The teacher asks some questions related to the movie.	√		
69.	The teacher and the students discuss about how to construct a recount text together.	√		
70.	The teacher gives clues.	√		
71.	The teacher asks each group to make a recount text based on the animated short movie.	√		
72.	The teacher provides guidance.	√		
73.	Each group write their own drafts.	√		
74.	The students finish to write the final version	√		

(Continued)

(Continued)

No	Observation Items	Yes	No	Notes
75.	The teacher gives additional assignment.	√		
Post-teaching				
76.	The teacher summarize the lesson.			
77.	The teacher and the students reflect on the teaching and learning process.	√		
78.	The teacher gives further guidance for the next meeting.	√		
79.	The teacher ends the class.	√		
Class Situation				
80.	The students are active during the teaching-learning process.	√		
81.	The students show enthusiasm during the teaching-learning process	√		
82.	The students have willingness to utilize their dictionaries.	√		
83.	The teacher manages the class well.	√		
84.	The teacher's instructions are clear.	√		

OBSERVATION SHEET

MEETING 4

Date : May 24th, 2014

Time : 07.00 – 08.20

Observer : Meta Swasti Naraswari

Check each item in the column that mostly represent to your observation. Write additional information if it is necessary.

No	Observation Items	Yes	No	Notes
	The teaching-learning process			
Pre-teaching				
34.	The teacher greets the students.	√		
35.	The students respond to the teacher's greeting.	√		
36.	The teacher leads the prayer		√	The leader of the class led the prayer.
37.	The teacher checks the attendance list.	√		
38.	All of the students attend the class.	√		
39.	The teacher checks the students assignment given in the previous meeting.	√		
40.	The teacher gives rewards for the best group and the best student who have good writing in the earlier meetings.	√		
Whilst-teaching				
41.	The teacher plays an animated short movie.	√		
42.	The teacher provides a piece of paper for each student.	√		
43.	The teacher and the students discuss about the animated short movie.			
44.	The teacher gives clues related to the animated short movie.	√		
45.	The teacher replays the animated short movie.	√		
46.	The teacher gives examples to use the clues.	√		
47.	The students get what the students asks for.	√		
48.	The teacher provides guidance.	√		
49.	The students write the drafts of their writing.	√		
50.	The students finish to write the final version.	√		
Post-teaching				
51.	Teacher and students summarize the teaching and learning process.	√		

(Continued)

(Continued)

No	Observation Items	Yes	No	Notes
52.	Teacher and students reflects on the teaching and learning process.	√		
53.	The teacher gives further guidance related to the next meeting.	√		
54.	The teacher ends the class.	√		
55.	Class Situation			
56.	The students are active during the teaching-learning process.	√		
57.	The students have willingness to use their dictionaries.	√		
58.	The students show enthusiasm during the teaching-learning process	√		
59.	The students like the media: animated short movie.	√		
60.	Teacher has good time management.	√		
61.	The teacher manages the class well.	√		
62.	The teacher's instructions are clear.	√		

APPENDIX D: FIELD NOTES

FIELD NOTES

No : FN. 01
 Hari, tanggal : Sabtu, 12 April 2014
 Jam : 10.00 – 11.30 WIB
 Tempat : Ruang Tata Usaha
 Kegiatan : Perijinan
 Responden : Peneliti dan Kepala Sekolah

Sekitar pukul 10.00 peneliti sampai di lokasi penelitian dengan maksud meminta perijinan kepada Kepala Sekolah secara pribadi sebelum menerbitkan surat ijin resmi. Peneliti menemui petugas tata usaha untuk meminta ijin menemui kepala sekolah. Dikarenakan Bapak Cipto Jati Kusumo, kepala sekolah, sedang menghadiri acara doa bersama yang diadakan di aula sekolah, peneliti dipersilahkan menunggu di ruang tata usaha. Sembari menunggu, petugas tata usaha menanyakan maksud kedatangan peneliti. Peneliti menjelaskan bahwa maksud kedatangannya adalah untuk meminta ijin melakukan penelitian. Tidak lama berselang, bapak kepala sekolah yang sudah selesai membuka acara doa bersama untuk kelas IX menemui peneliti. Beliau juga menanyakan maksud kedatangan peneliti serta berbincang-bincang sebentar mengenai rencana penelitian. Beruntung beliau secara pribadi mengijinkan peneliti untuk melaksanakan penelitian dengan catatan penelitian harus dilaksanakan paling lambat seminggu sebelum ujian kenaikan kelas. Kepala sekolah juga mengijinkan surat penelitian bisa diurus belakangan serta mengagendakan untuk bertemu dengan guru Bahasa Inggris yang bersangkutan.

FIELD NOTES

No : FN. 02
 Hari, tanggal : Sabtu, 19 April 2014
 Jam : 09.15-11.00 WIB
 Tempat : Ruang Kepala Sekolah
 Kegiatan : Observasi kelas
 Responden : Peneliti, kepala sekolah, dan guru Bahasa Inggris.

Kurang lebih pukul 08.00 peneliti sudah sampai di sekolah dan langsung menemui bapak kepala sekolah setelah sebelumnya membuat janji terlebih dahulu. Bapak kepala sekolah mempersilahkan peneliti duduk dan menunggu kedatangan guru pengampu Bahasa Inggris. Setelah beberapa menit, guru Bahasa Inggris pun datang. Bapak kepala sekolah kemudian membuka pembicaraan dengan menyampaikan maksud kedatangan peneliti kepada guru Bahasa Inggris kelas VIII agar selanjutnya peneliti dan guru yang bersangkutan bisa saling berkomunikasi untuk kelancaran kegiatan penelitian. Guru Bahasa Inggris, Ibu Elok Tarbiyah kemudian menawarkan dua kelas yang nantinya akan digunakan sebagai subyek penelitian yakni kelas VIII C dan VIII D. Peneliti pun

mempergunakan waktu pertemuan tersebut untuk sekaligus mewawancarai Ibu Elok mengenai kondisi kedua kelas, riwayat pendidikan, cara mengajar beliau di kelas, hambatan dalam mengajar, serta solusi dalam menangani siswa. Setelah melakukan wawancara, pada akhirnya didapat kesepakatan kalau kelas VIII C lah yang akan menjadi subyek penelitian dengan waktu pelaksanaan setiap hari Jumat pukul 07.40 – 09.00 dan Sabtu pada pukul 07.00 – 08.20 . Pada akhirnya, peneliti dan Ibu Elok mengagendakan untuk mengadakan observasi kelas pada minggu berikutnya.

FIELD NOTES

No : FN. 03
 Hari, tanggal : Sabtu, 26 April 2014
 Jam : 07.00 – 09.30 WIB
 Tempat : Ruang Kepala Sekolah
 Kegiatan : Observasi kelas dan pretest
 Responden : Peneliti, guru Bahasa Inggris, dan siswa-siswi kelas VIII C

Peneliti sudah sampai di lokasi pada pukul 07.00 dan langsung menuju kantor guru untuk menemui guru Bahasa Inggris. Beliau mengatakan bahwa observasi bisa dilaksanakan selama 1 jam kemudian jam pelajaran berikutnya boleh digunakan untuk pengambilan data pretest. Peneliti dan guru Bahasa Inggris kemudian berdiskusi mengenai rencana pelaksanaan penelitian sembari menunggu jam pergantian pelajaran. Dari diskusi singkat tersebut, guru Bahasa Inggris menyatakan tidak dapat menemani peneliti untuk melaksanakan penelitian setiap waktunya karena waktu mengajar beliau dialihkan untuk memberi pelajaran tambahan kepada siswa kelas IX. Peneliti menyanggupinya dan diminta untuk mencari peneliti pendamping.

Sekitar pukul 07.40, guru Bahasa Inggris dan peneliti sudah berada di dalam kelas. Ketua kelas VIII C kemudian memimpin siswa lainnya untuk memberi salam. Guru Bahasa Inggris kemudian menanyakan siapa saja yang tidak hadir kemudian meminta peneliti untuk memperkenalkan diri. Setelah selesai memperkenalkan diri, peneliti menuju bangku di belakang kelas untuk mengamati kegiatan pembelajaran pada hari tersebut. Karena materi *recount text* sudah diajarkan pada beberapa pertemuan yang lalu, maka peneliti memutuskan hanya akan mengamati cara guru mengajar.

Sebelum masuk ke dalam materi, guru terlebih dahulu menanyakan kepada siswa jenis-jenis teks yang pernah dipelajari di kelas VII. Sebagian besar siswa masih enggan untuk menjawab pertanyaan beliau. Beliau kemudian mengatakan bahwa hari tersebut siswa akan belajar mengenai teks *announcement*. Guru menanyakan apakah mereka tahu yang dimaksud dengan teks *announcement* dengan bertanya “Apakah ada yang tahu apakah *announcement* itu?”.

Sebagian siswa menjawabnya dengan pernyataan “Pengumuman, Bu”. Guru kemudian menjabarkan Standar Kompetensi dan Kompetensi Dasar yang harus dicapai dalam pembelajaran tersebut. Setelah itu, beliau bertanya lebih detail mengenai ciri-ciri teks *announcement* dari apa yang mereka ketahui. Untuk

menggiring partisipasi siswa, beliau menampilkan sebuah contoh teks *announcement* melalui LCD dan meminta beberapa siswa secara bergantian membacanya. Setelah siswa selesai membacanya, guru menanyakan tujuan dari teks *announcement*.

“Jadi setelah melihat contoh teks tadi, apakah ada yang tahu tujuan dari teks *announcement*? *What is the social function of announcement?*”.

Terlihat masih banyak siswa masih nampak enggan untuk menjawabnya namun ada pula siswa yang berusaha menjawabnya meskipun dalam Bahasa Indonesia.

“Untuk memberi informasi, Bu”

Setelah mendengar jawaban tersebut, guru lantas menyuruh para siswa untuk membuka kamus untuk mengartikannya dalam Bahasa Inggris. Sayangnya, banyak siswa yang tidak membawa kamus. Bahkan terlihat pula siswa yang membawa kamus namun masih enggan untuk membukanya. Setelah itu, guru menyampaikan ciri kebahasaan dan *generic structure* dari teks *announcement* dengan mengajak siswa untuk menganalisis teks yang sudah diperlihatkan sebelumnya. Setelah selesai siswa diberikan daftar kosakata dan diminta untuk mencatatnya. Siswa juga dipersilahkan untuk mencatat teks yang tadi diperlihatkan disertai ciri kebahasaan dan *generic structure* nya. Dikarenakan waktu sudah habis, siswa diminta mengerjakan soal di LKS di rumah dan akan diteliti bersama pada pertemuan selanjutnya.

Setelah jam pertama pelajaran Bahasa Inggris selesai, sekitar pukul 08.20, peneliti dipersilahkan untuk melaksanakan pretest. Guru kemudian meninggalkan kelas dikarenakan ada keperluan yang lain. Peneliti kemudian menjelaskan apa yang akan dilakukan pada jam pelajaran tersebut.

“Oke, kemarin sudah diajarkan teks *recount* kan oleh Bu Elok? Nah hari ini kita mau coba menulisnya. Santai saja”.

Peneliti kemudian meminta siswa untuk mengeluarkan selembar kertas dan memberikan tema “apa yang sudah kalian lakukan kemarin”. Peneliti kemudian berkeliling untuk memeriksa perkembangan menulis siswa. Terlihat beberapa siswa masih bingung dalam menuliskan ide mereka sehingga peneliti kemudian memberikan petunjuk untuk mempermudah mereka.

“Kamu bikin outline dulu aja. Misalnya gini. Pertama kamu bangun tidur pukul 05.00. Kemudian kamu mandi, sarapan, kemudian berangkat sekolah. Seperti itu bisa kan?”

“Miss, kalau ditambahi jamnya boleh kan?”

“Boleh dong”

Ada pula yang menanyakan beberapa kata atau kalimat dalam Bahasa Inggris seperti:

“Miss, kalau Bahasa Inggrisnya bangun tidur itu *wake up* kan ya?”.

“Iya benar. Tetapi ini kan *recount* jadi harus menggunakan kata kerja bentuk apa?.

“Oh iya, jadi *woke up* ya Miss?”, jawab siswa tersebut.

“*Open your dictionary*. Kalau ada dalam daftar *irregular verbs* berarti benar”

“Baik, Miss”

Masih ada pula siswa yang walaupun membawa kamus tetapi merasa malas untuk membukanya. Pada akhirnya mereka memilih untuk bertanya pada teman ataupun peneliti. Setelah waktu pelajaran habis, peneliti kemudian meminta siswa untuk mengumpulkan tulisannya dan menunjuk beberapa siswa untuk diwawancarai pada waktu istirahat.

Setelah melakukan sesi wawancara, sekitar pukul 09.30 peneliti kembali ke ruang guru untuk berpamitan kepada guru Bahasa Inggris dan kemudian meninggalkan sekolah.

FIELD NOTES

No : FN. 04
 Hari, tanggal : Jum'at, 16 Mei 2014
 Jam : 07.00 – 07.40 WIB
 Tempat : Ruang tata usaha
 Kegiatan : Perijinan
 Responden : Peneliti, kolaborator, dan petugas tata usaha

Peneliti dan kolaborator sampai di sekolah pada pukul 07.00 dan langsung menuju ruang tata usaha untuk menyerahkan surat perijinan.

“Permisi, Bu, ini surat perijinan yang kemarin dimaksud. Mohon maaf apabila menyusulnya telat karena kemarin juga harus menguru dulu di Semarang”.

Dengan ramah, petugas tata usaha menerima surat perijinan tersebut untuk nantinya disampaikan kepada kepala sekolah.

“Tidak apa-apa, Mbak. Kan sudah diijinkan oleh Pak kepala, jadi menyusul ya tidak apa-apa”.

FIELD NOTES

No : FN. 05
 Hari, tanggal : Jum'at, 16 Mei 2014
 Jam : 07.10 – 07.40 WIB
 Tempat : Ruang guru
 Kegiatan : Diskusi Cycle 1
 Responden : Peneliti, petugas tata usaha, guru Bahasa Inggris, dan siswa-siswi kelas VIII C.

Setelah menyerahkan surat perijinan, peneliti dan kolaborator menuju ruang guru untuk bertemu guru Bahasa Inggris.

“Sudah datang daritadi, Mbak? Nanti langsung masuk saja. Besok juga gitu. Kalau mau diskusi nanti setelah pelajaran selesai langsung menemui saya saja. Begitu ya setiap harinya”.

Peneliti dan guru Bahasa Inggris kemudian berdiskusi sebentar mengenai apa yang akan disampaikan di kelas pada hari tersebut. Guru Bahasa Inggris juga memberikan beberapa saran. Setelah berterimakasih, peneliti dan kolaborator

langsung menuju kelas VIII C dan menunggu diluar karena jam pelajaran pertama belum selesai.

FIELD NOTES

No : FN. 06
 Hari, tanggal : Jum'at, 16 Mei 2014
 Jam : 07.40 – 09.40 WIB
 Tempat : Ruang kelas VIII C
 Kegiatan : Latihan mengubah bentuk kata dan membuat kalimat lampau
 Responden : Peneliti, kolaborator, dan siswa-siswi kelas VIII C.

Kelas dimulai pada pukul 07.40. Kolaborator membantu peneliti untuk mempersiapkan keperluan yang akan digunakan pada hari tersebut. Setelah selesai, kolaborator menuju bangku belakang untuk melakukan pengamatan dan mencatat apa saja yang terjadi pada pertemuan tersebut. Kelas diawali dengan peneliti yang menyapa dan mengecek kehadiran siswa. Tidak lupa peneliti memperkenalkan diri lagi serta memperkenalkan kolaborator kepada siswa. Untuk membuka pelajaran, peneliti terlebih dahulu menampilkan sebuah gambar diary melalui LCD dan juga contoh-contoh diary.

“Ada yang pernah menulis diary disini? Biasanya menulis tentang apa?”

“Saya pernah menulis tentang pengalaman saya tentang suka sama cowok”. Sontak seluruh isi kelas tertawa atas jawaban tersebut. Agar suasana menjadi kondusif kembali, peneliti kemudian menyampaikan tujuan pembelajaran pada hari tersebut. Selanjutnya, peneliti menampilkan sebuah teks *recount* dan juga membagikan teks tersebut kepada siswa. Peneliti meminta beberapa siswa untuk membaca teks tersebut dengan nyaring. Karena tidak ada siswa yang bersedia, maka siswa yang akan membaca ditentukan berdasarkan nomor acak. Setelah 2 siswa selesai membaca secara bergantian, peneliti bertanya mengenai isi teks tersebut.

“*What's the text about?* Ada yang tahu tidak teks ini tentang apa?”

Salah satu siswi menjawab pertanyaan tersebut dengan “tentang *Art Festival, Miss*”.

“Oke, tentang *Art Festival*. Apakah ada pendapat lain?”

Siswa sangat antusias dalam menyampaikan pendapatnya sehingga tidak jarang mereka hanya meneriakkan jawabannya bersamaan dengan siswa lain.

“Oke coba kamu yang di pojok, namanya siapa?”

“Imin *Miss*”, jawab siswa tersebut.

“Oke Imin, *What is the text about?*”.

Siswa tersebut kemudian menjawab kalau isi dari teks tersebut adalah tentang pengalaman menari di *Art Festival*.

“*Okay great job, Imin. Give applause to him. So, the text is about the writer's experience in dancing in the Art Festival*”.

Kegiatan dilanjutkan dengan mencari kata-kata yang belum dimengerti. Karena masing-masing siswa sudah diberi teks, maka peneliti mempersilahkan

siswa untuk menggarisbawahi kata-kata yang menurut mereka susah atau tidak tahu artinya. Setelah selesai, peneliti meminta siswa untuk menyebutkannya. Suasana menjadi agak ramai karena masing-masing siswa mempunyai pendapat sendiri-sendiri. Untuk mengatasinya, peneliti bersama siswa menganalisisnya per kalimat dan di tiap kalimat ada salah satu siswa yang ditunjuk.

“Oke untuk kalimat pertama, coba absen nomor 7. Silahkan dibaca dulu ya kemudian nanti baru disebutkan”.

Siswa banyak menemukan kata-kata baru seperti: *held, gathered, crowd, visited, announcer, dan tent*. Peneliti dan siswa kemudian berdiskusi mengenai arti dari kata-kata tersebut.

Setelah diskusi selesai, peneliti kemudian bertanya.

“Nah, tadi kan sudah lihat contoh diary, apakah ada yang tahu hari ini kita mau belajar apa? Anyone?”.

Serempak siswa menjawab kalau teks yang akan dipelajari pada hari tersebut adalah teks *recount*. Siswa memahami fungsi teks *recount* adalah untuk memberitahukan kegiatan atau peristiwa di masa lampau. Peneliti kemudian menyampaikan *generic structure* dari teks *recount* dan bersama-sama dengan siswa menganalisa teks yang sudah dibahas tadi. Setelah itu, peneliti menanyakan ciri-ciri dari teks *recount*. Sebagian siswa memahami kalau teks *recount* harus menggunakan kata kerja bentuk lampau, kata keterangan waktu seperti: *yesterday, last week, last year, three weeks ago, etc.*, dan *chronological order* seperti *first, second, then, next, dan finally*. Peneliti dan siswa kemudian bersama-sama menganalisa ciri-ciri teks *recount* yang terdapat dari teks sebelumnya.

Peneliti kemudian memberikan kembali sebuah teks *recount* untuk dianalisa oleh siswa. Siswa diminta untuk menganalisa *generic structure*, kata-kata yang susah, kata kerja bentuk lampau, dan *chronological order*. Peneliti meminta siswa untuk mendiskusikannya secara berpasangan. Siswa terlihat antusias menganalisa teks tersebut. Terkadang, ketika ada sesuatu yang menurut siswa sulit dimengerti, siswa tanpa malu bertanya kepada peneliti.

“Try to say it in English”.

“Ah takut salah, *Miss*”.

Peneliti kemudian meminta siswa untuk menggunakan kalimat-kalimat sederhana agar siswa terbiasa menggunakan Bahasa Inggris di kelas seperti *Miss, can you help me?, What does it mean?*, dsb. Setelah diskusi secara berpasangan selesai, peneliti dan siswa bersama-sama mendiskusikan teks tersebut. Untuk meningkatkan keaktifan siswa, peneliti juga meminta siswa yang ingin menyampaikan pendapatnya mengenai teks tersebut untuk dengan berani memaparkannya.

Kegiatan dilanjutkan dengan peneliti yang memberikan sebuah *task* untuk mengubah kata-kata di dalam kotak yang masih berbentuk V1 ke dalam V2 dilanjutkan dan memasukkan kata-kata tersebut ke dalam kalimat yang belum utuh dibawahnya. Siswa diminta untuk mengerjakannya secara berpasangan dan dianjurkan untuk membuka kamus walaupun masih ada siswa yang lebih suka bertanya kepada peneliti daripada membuka kamus. Siswa diberikan waktu selama 10 menit. Setelah selesai, siswa diminta menuliskan jawabannya di papan tulis. Masih terdapat beberapa siswa yang salah menjawab pada soal nomor 2 dan

4 yakni sebagai berikut: (2) *Asep... his brother to the airport yesterday.* (4) *Sanusi ... me to go to the travel agent three days ago.* Siswa masih kesulitan dalam menempatkan kata *took* dan *accompanied* ke dalam dua soal tersebut.

Peneliti memberikan *task* yang kedua setelah siswa selesai membenarkan jawaban yang salah tadi. Pola soal masih sama seperti yang pertama, yakni mengubah v1 ke v2 dan kemudian memasukkannya ke dalam sebuah surat yang belum lengkap. Siswa diminta mengerjakannya secara berpasangan. Setelah selesai, peneliti menunjuk beberapa siswa untuk membaca per kalimat sekaligus menuturkan jawabannya. Siswa terlihat sangat antusias ketika peneliti mencoba mencairkan suasana.

“*So today is may 16th, right?* Jadi karena sekarang tanggal 16 maka yang akan membaca sekarang adalah nomor 18”.

Para siswa tertawa mendengar pernyataan tadi dan dengan cepat peneliti mengembalikan suasana agar kondusif kembali. Setelah siswa selesai membaca dan menjawab, peneliti bertanya “*What is the text about?*”.

Sebagian besar siswa sangat antusias dalam menjawabnya. Terbukti dengan adanya beberapa siswa yang mengacungkan jari untuk mengungkapkan pendapat mereka.

Pada *task* selanjutnya, peneliti memberikan sebuah kalimat-kalimat acak untuk diberi label *orientation*, *events*, dan *reorientation* dan disusun menjadi paragraf yang padu. Di dalam lembar soal, tidak lupa peneliti memberikan beberapa *clue* seperti *chronological order* untuk memudahkan siswa. Pada kegiatan tersebut, banyak siswa yang mengeluh karena dirasa soal terlalu sulit. Peneliti dibantu dengan kolaborator kemudian berkeliling untuk membinbing siswa mengerjakan soal tersebut.

“*Look at this one.* Kalau ada kata *first* berarti kalimat tersebut ada di paragraf awal atau akhir?”

“*First* itu pertama ya *Miss*? Berarti ini yang nomor 1”.

“*Great.* Tapi nomor 1 kan sudah ada berarti ini adalah nomor selanjutnya. Nah dilihat lagi, kalau *finally* artinya gimana?”.

“Oh ya, di akhir berarti *Miss*”.

“Sekarang tinggal mencari yang lainnya. Sudah jelas kan sekarang?”.

“Lumayan, *Miss*”.

Setelah selesai, peneliti dan siswa kemudian mendiskusikan teks tersebut.

Karena waktu masih tersisa 10 menit, peneliti memberikan tugas tambahan yakni menuliskan sebuah kalimat bentuk lampau di setiap gambar yang ada dan menyusunnya menjadi paragraf yang padu. Sebelumnya, peneliti mengingatkan siswa agar menggunakan *past tense* dan menulis *formulanya di papan tulis agar bisa menjadi panduan siswa*. Tidak lupa peneliti berkeliling untuk membimbing setiap siswa dibantu oleh kolaborator. Ketika waktu menunjukkan pukul 08.55, memberitahu siswa jikalau esoknya akan ada menonton film animasi pendek yang membuat siswa menjadi terlalu bersemangat dan membuat peneliti lupa untuk memberikan garis besar mengenai apa yang telah dipelajari pada hari tersebut. Peneliti kemudian berkemas, menutup pelajaran dan mewawancarai beberapa siswa mengenai pembelajaran pada hari tersebut dibantu oleh kolaborator. Setelah wawancara selesai, peneliti dan kolaborator meninggalkan kelas.

FIELD NOTES

No : FN. 07
 Hari, tanggal : Jum'at, 16 Mei 2014
 Jam : 09.40 – 10.00 WIB
 Tempat : Ruang guru
 Kegiatan : Mengevaluasi kegiatan pada hari tersebut dan mendiskusikan kegiatan selanjutnya
 Responden : Peneliti, kolaborator, dan guru Bahasa Inggris.

Setelah selesai mengajar, peneliti menuju ruang guru untuk menemui guru Bahasa Inggris. Peneliti dan guru Bahasa Inggris kemudian mengevaluasi apa saja yang dirasa perlu ditingkatkan dan dibutuhkan pada pembelajaran selanjutnya. Guru Bahasa Inggris memberikan hak sepenuhnya kepada peneliti untuk merancang kegiatan pembelajaran.

“Sudah bagus, Mbak. Untungnya, Mbak Saras mengajar di kelas VIIC yang mudah di *handle*. Bagaimana besok terserah saja, seperti ini juga tidak apa-apa. Nanti kalau ada apa-apa boleh menghubungi saya”.

Setelah mengucapkan terimakasih, peneliti dan kolabrator kemudian pamit untuk meninggalkan sekolah.

FIELD NOTES

No : FN. 08
 Hari, tanggal : Sabtu, 17 Mei 2014
 Jam : 06.55 – 08.20 WIB
 Tempat : Ruang kelas VIII C
 Kegiatan : Pemutaran film animasi pendek dan menulis teks *recount*
 Responden : Peneliti, kolaborator, dan siswa-siswi kelas VIII C

Peneliti dan kolaborator sudah sampai di lokasi penelitian pada pukul 06.55. Terlebih dahulu peneliti dan kolaborator menemui guru Bahasa Inggris untuk meminta izin masuk kelas. Setelah bertemu dengan guru Bahasa Inggris, peneliti dan kolaborator langsung menuju ruang kelas VIII C.

Waktu pelajaran pada hari tersebut berkurang sekitar 15 menit karena setiap hari Sabtu pada pukul 07.00 seluruh siswa SMP Negeri 1 Srumbung melaksanakan shalawat bersama yang dipandu oleh guru dari speaker yang ada di setiap kelas. Setelah kegiatan shalawat selesai, peneliti langsung meminta ketua kelas untuk memimpin do'a. Setelah itu, peneliti mengecek kehadiran siswa dan menanyakan mengenai tugas yang belum selesai pada hari sebelumnya. Beberapa siswa mengaku mengalami kesulitan dalam mengerjakannya. Untuk mengoptimalkan waktu yang tersisa, peneliti dibantu kolaboator memeriksa pekerjaan siswa satu persatu. Apabila ada kalimat yang kurang pas, peneliti dan kolaborator memberikan saran dan bantuan sehingga setiap siswa mengerti. Kegiatan ini berlangsung sekitar 15 menit. Lebih lanjut, peneliti kembali

menjelaskan bagaimana cara menulis kalimat dan juga menggunakan bentuk kata kerja lampau. Peneliti juga memberikan contoh kalimat-kalimat yang menggunakan *past tense* dengan cara memberikan kata kerja bentuk *present tense* dan meminta siswa untuk mengubahnya menjadi bentuk lampau yang kemudian dibuat menjadi kalimat. Siswa sangat aktif dalam mengikuti diskusi kecil ini.

Setelah peneliti menanyakan apakah siswa sudah memahami cara membuat kalimat, peneliti memulai untuk memutar film animasi pendek yang berjudul *Alarm*. Siswa terlihat sangat bersemangat ketika peneliti menyatakan bahwa film akan diputar. Ketika film diputar, tidak jarang banyak siswa yang memberikan komentar-komentar terhadap tokoh di film animasi pendek tersebut. Setelah film selesai diputar, peneliti menanyakan isi dari film tersebut.

“Do you know what’s the movie about?”, tanya peneliti.

Siswa terlihat banyak yang berusaha menjawabnya walaupun masih ada yang menjawab dalam Bahasa Indonesia. Terlihat bahwa siswa lebih aktif pada pertemuan ini. Penggunaan film animasi pendek pun dinilai cukup membantu dalam meningkatkan partisipasi siswa. Terbukti dengan banyaknya siswa yang mau menjawab pertanyaan diatas secara sukarela. Setelah diskusi singkat selesai, peneliti memutar film tersebut sekali lagi dan meminta siswa mencatat apa saja kejadian penting yang mereka lihat di film tersebut karena nantinya catatan tersebut akan digunakan sebagai petunjuk dalam menulis teks *recount*. Setelah film selesai diputar lagi, peneliti dan siswa berdiskusi mengenai kegiatan-kegiatan apa saja yang dilakukan oleh si tokoh di dalam film. Peneliti menulis petunjuk-petunjuk tersebut di papan tulis. Peneliti kemudian memberikan contoh membuat kalimat berdasarkan petunjuk yang ada dan juga menuliskannya di papan tulis.

Tepat pada pukul 07.40, peneliti meminta siswa untuk mulai menulis teks *recount* secara individu. Siswa diperbolehkan membuka kamus setelah sebelumnya. Peneliti meminta siswa untuk menulis draft pertama di selembar kertas dahulu sebelum memindahkannya di kertas yang sudah disediakan oleh penulis. Peneliti kembali memutar film sembari membimbing siswa dalam menulis dibantu oleh kolaborator.

“*Miss*, ini bikin awalnya gimana?”

Masih banyak siswa yang bingung dalam memulai tulisannya, akan tetapi peneliti dan kolaborator berusaha untuk membimbing siswa satu per satu. Menurut Ibu Elok Tarbiyah, kelas VIII C ini mudah untuk diajari, hanya perlu diingatkan berulang-ulang. Peneliti dan kolaborator kemudian kembali berkeliling kelas dan mengecek draft kedua siswa.

Pada pukul 08.15 siswa diminta untuk menuliskan draft kedua yang sudah direvisi bersama pembimbing dan kolaborator ke dalam kertas yang disediakan oleh peneliti yang nantinya digunakan sebagai *final draft*. Beberapa siswa yang sudah selesai menuliskan *final draft* nya terlihat berbincang-bincang. Untuk mengatasinya, peneliti mendatangi meja mereka dan meneliti kembali tulisan mereka.

Ketika bel pergantian pelajaran berbunyi, peneliti meminta siswa untuk mengumpulkan tulisan mereka. Beruntungnya, semua siswa sudah selesai menuliskannya tepat ketika bel pergantian pelajaran sudah berbunyi. Peneliti

kemudian memberikan garis besar kegiatan yang hari ini mereka lakukan dan memberikan petunjuk untuk pembelajaran minggu selanjutnya.

“*Miss*, minggu depan masih menonton film tidak?”.

Peneliti menyampaikan bahwa minggu depan akan ada 2 film yang mereka lihat.

“Horeeee....”, seluruh siswa sontak berteriak.

Peneliti kemudian meminta beberapa siswa untuk diwawancarai di waktu istirahat nanti. Setelah menutup pelajaran, peneliti dan kolaborator bergegas meninggalkan kelas.

FIELD NOTES

No : FN. 09
 Hari, tanggal : Jum'at, 23 Mei 2014
 Jam : 07.00 – 07.40 WIB
 Tempat : Ruang guru
 Kegiatan : Diskusi Cycle 2
 Responden : Peneliti, kolaborator, dan guru Bahasa Inggris

Peneliti dan kolaborator sudah sampai di sekolah sekitar pukul 07.00 dan langsung menuju ruang guru untuk mendiskusikan apa saja yang akan dilakukan pada hari tersebut dan memantapkan rencana. Agak lama peneliti dan kolaborator menunggu guru Bahasa Inggris yang tidak kunjung datang.

Sesampainya di ruang guru, guru Bahasa Inggris meminta maaf karena datang terlambat. Peneliti kemudian memperlihatkan Rencana Pelaksanaan Pembelajaran (RPP) yang akan dipakai setelah sebelumnya berdiskusi lewat SMS.

“Sudah, Mbak. Dimantapkan saja. Saya manut *karepe njenengan* saja”.

Guru Bahasa Inggris juga menanyakan perkembangan siswanya dalam menulis. Peneliti kemudian memperlihatkan pekerjaan siswa pada Cycle 1 kepada guru Bahasa Inggris dan memberitahu bila ada beberapa kesulitan yang masih dialami siswa seperti mengubah kata kerja dalam bentuk lampau dan membuat kalimat yang terlalu sulit dipahami. Guru Bahasa Inggris menuturkan bahwa tulisan siswa pada Cycle 1 tersebut sudah bagus karena mereka jarang berlatih menulis teks.

FIELD NOTES

No : FN. 10
 Hari, tanggal : Jum'at, 23 Mei 2014
 Jam : 07.40 – 09.00 WIB
 Tempat : Ruang kelas VIII C
 Kegiatan : Latihan membuat kalimat, pemutaran film animasi pendek dan menulis teks *recount* secara berkelompok
 Responden : Peneliti, kolaborator, dan siswa-siswi kelas VIII C

Seperti biasa, peneliti memulai pelajaran dengan memberi salam dan memeriksa daftar hadir siswa. Peneliti juga menanyakan apa saja yang dipelajari pada minggu sebelumnya untuk mengingatkan kembali mengenai *recount text*.

“*What is the social function of recount? Ada yang ingat tidak?*”, tanya peneliti.

Sebagian siswa dapat menjawabnya dengan benar. Peneliti juga menanyakan kembali bagian apa saja yang terdapat dalam teks *recount*. Siswa menjawab dan memahami bahwa teks *recount* memiliki tiga bagian yaitu *orientation* sebagai pembuka, *sequence of events* sebagai isi, dan *reorientation* sebagai penutup.

Peneliti kemudian meminta bantuan siswa untuk membagikan selembar kertas yang berisi teks *recount* kepada siswa lainnya. Teks tersebut juga ditampilkan melalui LCD. Peneliti kemudian meminta perwakilan siswa untuk membaca teks. Berbeda dengan pertemuan sebelumnya dimana siswa harus ditunjuk agar mau membaca, pada pertemuan kali ini, beberapa siswa dengan sukarela mau membaca. Peneliti kemudian menunjuk 2 siswa dari beberapa siswa yang bersedia untuk membaca teks dengan lantang. Peneliti juga meminta siswa untuk mengulangi ucapannya apabila terdapat kata-kata yang pelafalannya kurang tepat. Setelah itu, peneliti dan siswa berdiskusi mencari kata-kata yang dirasa masih susah untuk dimengerti dan menganalisa bagian mana saja yang termasuk ke dalam *orientation*, *events*, dan *reorientation*. Siswa dapat diajak untuk berdiskusi dengan baik pada sesi ini juga sesi dimana peneliti mengajak siswa untuk menganalisa kata kerja berbentuk lampau dan *chronological order* yang terdapat di dalam teks tersebut.

Sekitar pukul 08.05, peneliti memberikan *task* dimana siswa secara berpasangan diminta membuat kalimat dengan bantuan gambar yang disediakan. Peneliti memberikan waktu untuk mengerjakan selama 5 menit. Peneliti dibantu oleh kolaborator berkeliling untuk memeriksa pekerjaan siswa. Tidak lupa, peneliti menyarankan siswa untuk membuka kamus apabila ingin menemukan kata dalam Bahasa Inggris. Beberapa siswa mengalami kesusahan dalam membuat kalimat walaupun sudah diberi beberapa petunjuk. Peneliti kemudian membimbing mereka.

“Nah di gambar ini *what she did?*”

“Belanja... eh *shopping*, Miss”

“Nah iya. Ingat kan kemarin Miss Saras bilang apa kalau mau bikin kalimat?”

“Maksudnya, Miss?” jawab siswa tersebut.

“Gini. Sebuah kalimat itu butuh apa aja? Kan kemarin udah.”

“Oh... yang S sama V2 itu ya, Miss?”

“Iya. Nah, sekarang coba. Ini *subject* nya apa?”

“Diana, Miss”

“*Then?* Kan sudah ada subyeknya berarti tinggal di tambahi *verb* 2 nya. Kalau *shopping* itu kan v-ing. Nah kemudian?”

“V1 nya *shop*. V2 nya *shopped* gak, Miss?”

“*Look at your dictionary*. Kalau di *irregular verbs* gak ada berarti benar”

“Oh, ya Miss. *Thank you*, Miss”

“Anytime, Nduk”

Sampai bel pergantian pelajaran berbunyi, peneliti masih membimbing sekaligus meneliti pekerjaan siswa dibantu oleh kolaborator. Setelah siswa selesai, peneliti meminta siswa untuk membentuk kelompok beranggotakan 4 orang. Masing-masing siswa diberikan kertas untuk menuliskan hal-hal penting yang terdapat pada film yang akan diputar.

“Ini nonton film lagi terus nulis, *Miss*?” tanya seorang siswa.

“Iya, tapi nanti bikin tulisannya kelompokan biar kalian bisa saling *share* pendapat” jawab peneliti.

Peneliti kemudian memutar film animasi pendek berjudul *Take Me Home*. Peneliti memutar film tersebut sebanyak dua kali.

“*So what is the movie about? Is there anyone who wants to answer?*” tanya peneliti.

“Tentang membeli anjing peliharaan, *Miss*” jawab seorang siswa bernama Agustina.

“*Great!* Nah, tadi si gadis kenapa di toko tadi”

“Bingung, *Miss* mau pilih anjing yang mana soalnya lucu-lucu”

“*Okay. Now everyone gets the clues, right?* Semua sudah dapat petunjuknya ya?”

“*Yes, Miss*” jawab siswa serempak.

“*Okay. Now you can start to construct your text in a group. Don’t forget about the structure*”

“Artinya apa, *Miss*?”

“Sekarang silahkan menulis teksnya. Biar gampang bikin dulu *orientation* nya dilanjutkan yang lain baru nanti digabung. *You get it?*”

“*Yes, Miss*”

Siswa kemudian terlihat saling memberikan *clues* yang didapat oleh masing-masing siswa. Ada pula grup yang terlihat cekatan dalam menyusun pekerjaan mereka. Peneliti kemudian berkeliling untuk mengecek perkembangan siswa. Ada sedikit kendala dimana kelompok *Nova* ada yang tidak

“*Miss* susah. Masa cuma aku yang ngerjain. Yang lain gak mau, *Miss*” Ucap seorang siswa bernama Nova.

“*Really?*” tanya peneliti

“Enggak, *Miss*. Kita soalnya juga bingung bikinnya”

“Oke gini. Kita mulai dari *orientation* nya dulu. Coba kamu, Supri, ada pendapat tidak?”

“Pemerannya dianggap sebagai diri sendiri aja ya *Miss* biar gampang”

“Boleh”

“Aku pergi ke toko hewan kemarin siang”

“Bahasa Inggrisnya apa hayo?”

“*I go... eh went to...* toko hewan itu apa, *Miss*?”

“Ada yang tahu?”

“Hewan kan *Animal*. Masa *Animal shop*, *Miss*?”

“*Pet shop*”

“Berarti *I went to pet shop yesterday*”

“Nah itu bisa. Coba sekarang ditulis dan dilanjutin. *Miss* mau ke yang lain dulu ya”

“Oke *Miss*”

Peneliti kemudian melanjutkan berkeliling untuk mengecek draft masing-masing kelompok dibantu oleh kolaborator. Peneliti juga menyampaikan bahwa akan ada hadiah untuk tiga tulisan terbaik.

“Berhubung besok mau dikasih hadiah, silahkan tulisannya dibuat sebgus mungkin. Dihias juga boleh. Nanti kalau sudah selesai silahkan dikumpulkan di depan”

“Ya, *Miss*”

Pada pukul 08.10, peneliti memberikan beberapa kata kerja agar siswa dapat berlatih membuat kalimat di rumah. Kata-kata tersebut adalah sebagai berikut: *ride, play, turn off, turn on, open, dan eat*.

“Silahkan kata kerja di papan tulis dicatat. Nanti di rumah silahkan membuat kalimat. Jangan lupa dalam bentuk lampau ya”

“Baik, *Miss*”

Setelah semua grup selesai mengumpulkan pekerjaan mereka, peneliti kemudian menutup pertemuan dan meminta beberapa siswa untuk diwawancarai pada waktu istirahat.

FIELD NOTES

No : FN. 11
 Hari, tanggal : Jum'at, 23 Mei 2014
 Jam : 09.45 – 10.00 WIB
 Tempat : Ruang guru
 Kegiatan : Berdiskusi dengan guru Bahasa Inggris
 Responden : Peneliti, kolaborator, dan guru Bahasa Inggris

Setelah selesai istirahat, peneliti dan kolaborator menemui guru Bahasa Inggris di ruang guru.

“Bagaimana hari ini, Mbak?”

“Cukup lancar, Bu. Siswa sudah mulai terbiasa untuk menulis. Cuma memang ada beberapa siswa yang waktu berkelompok partisipasinya kurang”

Setelah selesai berdiskusi, peneliti dan kolaborator meminta pamit dan meninggalkan lokasi penelitian sekitar pukul 10.00.

FIELD NOTES

No : FN. 12
 Hari, tanggal : Sabtu, 24 Mei 2014
 Jam : 07.00 – 08.20 WIB
 Tempat : Ruang kelas VIII C
 Kegiatan : Pemutaran film animasi pendek dan menulis teks *recount* secara individu
 Responden : Peneliti, kolaborator, dan siswa-siswi kelas VIII C

Peneliti memasuki kelas pada pukul 07.15 setelah menunggu siswa selesai melaksanakan shalawat rutin setiap hari Sabtu. Peneliti membuka pelajaran dengan menyapa siswa dan mengecek daftar hadir siswa. Kemudian, peneliti menanyakan kepada siswa apakah tugas yang kemarin diberikan sudah selesai atau belum. Peneliti berkeliling dibantu oleh kolaborator untuk meneliti dan membimbing pekerjaan siswa. Sebagian besar siswa sudah mampu membuat kalimat dalam bentuk lampau. Selanjutnya, peneliti mengumumkan grup mana saja yang mempunyai tulisan terbaik, memberikan hadiah kepada ketiga grup tersebut juga memberikan motivasi kepada siswa dengan memberikan sebuah hadiah kepada siswa dengan tulisan yang paling konsisten.

“Nah, dari tulisan-tulisan kemarin ada satu siswa yang tulisan dan idenya bagus banget. Beda dari yang lain. Nah, silahkan nanti bertanya kepada teman kalian ini mengenai bagaimana caranya membuat tulisan dengan ide yang segar. Siswa tersebut adalah Devangga”

Devangga kemudian maju ke depan kelas dan menerima hadiah. Kelas dilanjutkan dengan peneliti yang kembali memutar sebuah film animasi pendek yang berjudul *No Light*. Seperti biasa, siswa diminta menuliskan petunjuk-petunjuk yang mereka dapat dari film tersebut. Peneliti memutar film sebanyak dua kali.

“Okay, seperti biasanya ya. Silahkan menulis teks *recount* sesuai dengan film yang tadi kalian lihat. *Are you ready?*”

“Ready!!” jawab siswa serempak.

Peneliti kemudian berkeliling untuk membimbing siswa dalam menulis dibantu oleh kolaborator.

“Miss, boleh tidak filmnya diputar lagi?”

“Boleh. Tapi buat panduan kan?”

“Iya, Miss”

Film kemudian diputar berulang-ulang sambil siswa membuat teks *recount* masing-masing. Pada pertemuan kali ini, lebih sedikit siswa yang bertanya karena lebih memilih membuka kamus. Hanya sesekali mereka bertanya apabila terdapat kesulitan. Semua siswa apabila sudah menyelesaikan draft pertama mereka akan langsung memanggil peneliti untuk dicek lagi kebenarannya. Baru setelahnya akan mereka perbaiki menjadi draft kedua dan pada akhirnya menjadi *final version* yang ditulis dalam kertas yang sudah disediakan oleh peneliti.

Pada pukul 08.15, seluruh siswa sudah menyelesaikan pekerjaannya dan mengumpulkannya di meja guru. Peneliti kemudian memberikan pengumuman.

“Hari ini nonton film terakhir ya”

“Lho, minggu depan udah nggak ngajar lagi, *Miss?*”

“Minggu depan masih ada 1 pekerjaan lagi buat kalian. Nulis lagi buat yang terakhir. Gakpapa ya?”

“Yaaaah, ngajar terus aja disini, *Miss*. Enak nonton film terus” ungkap seorang siswa bernama Mega.

“Maunya sih gitu. *So, are you happy with the class?*”

“*Yes, Miss*”

“Sekarang masih ada kesulitan tidak kalau menulis *recount?*”

“Sedikit *Miss*. Tapi kalau diajarin bisa” jawab Fany.

Kelas kemudian ditutup dengan memberi salam. Peneliti kemudian meminta beberapa siswa untuk diwawancarai pada waktu istirahat.

FIELD NOTES

No : FN. 13

Hari, tanggal : Sabtu, 24 Mei 2014

Jam : 08.30 – 09.00 WIB

Tempat : Ruang guru

Kegiatan : Diskusi dengan guru Bahasa Inggris

Responden : Peneliti, kolaborator, dan guru Bahasa Inggris

Setelah kelas selesai, peneliti dan kolaborator menemui guru Bahasa Inggris di ruang guru.

“Bagaimana, Mbak? Ada kesulitan atau tidak?”

“Hari ini lumayan lancar, Bu. Siswanya sudah lebih mudah dalam menulis sepertinya. Sulitnya Cuma yang pas kadang-kadang masih lupa penempatan subyek, obyek dan keterangan seperti itu Bu. Ya walaupun sedikit ramai tapi bisa diatasi”

“Oh ya syukur kalau begitu. Hari ini terakhir ya Mbak?”

“Iya, Bu. Tapi kalau boleh saya mau minta yang hari Jum’at besok untuk post test”

“Ya gakpapa, Mbak. Dipakai saja”

“Terimakasih, Bu”

Setelah selesai berdiskusi mengenai apa yang dilakukan pada hari tersebut dan rencana kegiatan post test, peneliti meminta izin untuk melakukan wawancara kepada siswa.

FIELD NOTES

No : FN. 14
 Hari, tanggal : Jum'at, 30 Mei 2014
 Jam : 07.00 – 07.40 WIB
 Tempat : Ruang kelas VIII C
 Kegiatan : Post test
 Responden : Peneliti dan siswa-siswi kelas VIII C

Seperti yang telah diagendakan sebelumnya, peneliti meminta waktu 1 jam pelajaran untuk pengambilan data post test. Peneliti memasuki ruang kelas pada pukul 07.00 dan langsung memberi salam. Ketua kelas kemudian memimpin doa dan dilanjutkan dengan mengecek daftar hadir siswa.

“Oke ya. Hari ini kalian akan nulis buat yang terakhir. Silahkan menulis tentang pengalaman kalian yang menurut kalian berkesan. Boleh pengalaman apa saja”

“Boleh tentang liburan *study tour*, *Miss*?” tanya seorang siswa bernama Supri.

“Boleh. Nggak lupa kan cara menulis *recount*?”

“InsyaAllah tidak, *Miss*”

Selanjutnya seperti biasa, peneliti berkeliling untuk mengecek pekerjaan siswa. Siswa diperbolehkan untuk membuka kamus. Tidak jarang pula siswa bertanya kepada peneliti apabila terdapat kesusahan. Dengan waktu yang lumayan cepat, siswa dapat membuat draft sekaligus mengubahnya menjadi *final version*. Siswa mengaku tidak menemukan kendala yang berarti karena sudah sering latihan.

APPENDIX E:
INTERVIEW
GUIDELINES AND
TRANSCRIPTS

INTERVIEW GUIDELINE

BEFORE THE ACTION

A. FOR TEACHER

1. Selamat pagi, Bu. Dengan Ibu siapa?
2. Boleh kami tahu riwayat pendidikan Ibu?
3. Sudah berapa tahun Ibu mengajar Bahasa Inggris?
4. Bagaimana pembelajaran di kelas 8 ini?
5. Bagaimana pendapat Ibu mengenai motivasi dan prestasi siswa di kelas yang Ibu ampu?
6. Apakah ibu sering mengajar writing? Biasanya materinya apa?
7. Biasanya mengajar writing dengan teknik dan media apa?
8. Apakah sering terdapat hambatan dalam mengajar?
9. Bagaimana upaya Bbu untuk mengatasi hambatan tersebut?

B. FOR STUDENTS

1. Halo boleh tahu namanya siapa? Kelas apa?
2. Apakah kamu suka belajar bahasa Inggris? Kenapa?
3. Gurunya kalau mengajar bagaimana?
4. Apakah guru pernah mengajar dengan media atau hanya disuruh mengerjakan LKS?
5. Ada saran tidak untuk cara mengajar gurunya?
6. Menurut kamu belajar bahasa inggris yang menyenangkan itu bagaimana?
7. Suka belajar writing tidak?
8. Apakah pernah belajar writing dengan media film? Animated short movie?

INTERVIEW GUIDELINES

AFTER THE IMPLEMENTATION OF THE ACTIONS

A. AFTER THE TEACHING AND LEARNING PROCESS

- FOR THE STUDENTS

1. Bagaimana pendapat kamu tentang pembelajaran hari ini?
2. Apakah kamu senang belajar bahasa inggris seperti tadi?
3. Lebih suka belajar dengan cara seperti tadi atau bagaimana?
4. Apakah ada kesulitan yang kamu jumpai?
5. Ada saran tidak untuk cara mengajarnya?
6. Kamu lebih senang belajar kalau pakai media apa? Kalau media yang tadi suka gak?
7. Bagaimana tadi task-nya?
8. Apakah ada kesulitan? Bagian yang mana yang sulit?
9. Menurut kamu untuk menyelesaikan task seperti tadi biar gampang gimana? Diajarin atau bagaimana?

- FOR THE COLLABORATOR

1. Bagaimana pendapat anda tentang penerapan action saya?
2. Apakah film animasi pendek sudah membantu dalam proses pembelajaran khususnya untuk membantu siswa dalam menulis?
3. Apakah ada masukan?

B. AFTER DOING THE WRITING TEST BASED ON THE ANIMATED SHORT MOVIES

- FOR THE STUDENTS

1. Menurut kamu tadi filmnya gimana?
2. Suka gak kalau belajar pakai film begitu?
3. Tadi bisa tidak menulis recount-nya?
4. Apakah ada kesulitan?

C. AFTER DOING THE POST TEST**- FOR THE STUDENTS**

1. Bagaimana? Apakah tadi lancar dalam menulis teks recount?
2. Apakah ada kesulitan?
3. Kalau dibandingkan dengan yang dulu, apakah sekarang lebih mudah dalam menulis? Kenapa?

Interview Transcript 1

Hari, tanggal : Sabtu, 19 April 2014

Jam : 09.15-11.00 WIB

Tempat : Ruang Kepala Sekolah

Responden : Ibu Elok Sri Tarbiyah, M.Pd. (Guru Bahasa Inggris Kelas VIII C)

P : Peneliti

G : Guru Bahasa Inggris

P : Selamat pagi, Bu Elok. Saya Saras dari UNY yang mau mengadakan penelitian disini.

G : Ya, Mbak. Ada yang bisa saya bantu?

P : Ya, bu. Saya mau wawancara Ibu sebentar untuk tahu keadaan kelas yang mau saya gunakan untuk penelitian besok.

G : Silahkan, Mbak.

P : Langsung saja ya, Bu. Kalau boleh saya ingin tahu riwayat pendidikan Ibu.

G : Saya dulu SD nya di SD Ngablak Srumbung, dekat sini. Setelah itu melanjutkan ke SMP N 1 Muntilan dan SMA 1 Muntilan. Kuliahnya di UNS. Waktu itu saya masih ngambil D3. S1 nya saya ambil di Universitas Tidak Magelang. Kalau S2 saya di UNY juga tahun 2008.

P : Wah ternyata satu almamater ya, Bu. Saya juga dulu di SMP dan SMA 1 Muntilan.

G : Wah kebetulan sekali ya.

P : Oh iya, Bbu, sudah berapa lama Ibu mengajar Bahasa Inggris?

G : Saya mulai ngajar itu tahun 1990 tapi berhenti 3 tahun. Setelah itu tahun 1994 saya mulai mengajar lagi di SMK Ma'arif Salam sambil ngelanjutin S1 nya waktu itu.

P : Kemudian ini tentang pembelajaran Bahasa Inggris sendiri, Bu. Bagaimana pembelajaran di kelas 8 khususnya kelas 8C?

G : Anak-anak kelas 8 C itu pada dasarnya *high motivation*. Mudah diatur tapi ya sering lupa juga materinya kalau tidak diulang-ulang.

P : Apakah fasilitas di SMP N 1 Srumbung ini sudah mendukung pembelajaran Bahasa Inggris?

G : Sudah mbak. Di semua kelas sudah ada LCD nya. Kalau kamus kan anak-anak biar bawa sendiri. Ada Lab Bahasa juga kalau tidak salah.

P : Kalau tentang cara Ibu mengajar sendiri bagaimana? Misalnya teknik yang dipakai atau media seperti itu?

G : Kalau teknik ya tergantung dengan aspek yang mau dipelajari. Kalau *Reading* dan *Writing* ya mungkin bisa pakai diskusi. Tapi saya juga meminimalkan grup karena peluang untuk gaduh lebih tinggi. Biasanya 1 kelompok maksimal 4 orang.

P : Diskusi seperti apa yang Ibu maksudkan?

G : Ya diskusi misalnya tentang *short functional text*. Nanti siswa disuruh menganalisis *social function*, strukturnya, sama dikasih pertanyaan-pertanyaan yang berhubungan sama isi teksnya.

P : Oh jadi seperti mengerjakan soal bersama-sama ya, Bu?

- G : Ya bisa dibilang begitu, Mbak.
- P : Kalau buat pembelajaran seperti *writing* sama *speaking* gitu biasanya kegiatannya seperti apa, Bu?
- G : Kalau untuk *writing* ya disuruh menyusun *jumbled words and sentences*.
- P : Kalau menulis teks begitu, Bu?
- G : Pernah sih mbak. Tapi mereka masih kesulitan. Lagian jarang keluar kok di soal ujian.
- P : Jadi lebih sering untuk *reading* ya?
- G : Iya mbak. Soalnya biar anak-anaknya terbiasa dan nanti gak kesusahan pas ngerjain soal ujian.
- P : Kalau menurut Ibu sendiri materi pelajaran apa yang mungkin masih dirasa sulit untuk anak-anak kelas 8 ini?
- G : Yang teks-teks itu, Mbak. Anak-anak gampang lupa bahkan dengan soal yang sama. Terus *grammar* dan *vocabulary* nya juga.
- P : Menurut Ibu teks apa yang masih dirasa kurang dipahami oleh anak-anak?
- G : Mungkin *recount*, Mbak. Soalnya kan harus ngajarin *past tense* juga. Susahnya disitu. Kalau untuk mengubah *tense* saja susah apalagi kalau disuruh menulis.
- P : Untuk mengatasinya bagaimana, Bu?
- G : Ya diulang-ulang terus, Mbak. *Giving more exposures* lah.
- P : Oh baik kalau begitu bu. Pertanyaan selanjutnya, dalam mengajar media apa saja yang Ibu gunakan?
- G : Saya pakai LCD biasanya mbak untuk menampilkan materi. Biasanya untuk *short functional text*. Kalau untuk teks-teks yang panjang pakai LKS, Mbak.
- P : Oh begitu. Anak-anak disuruh mengerjakan soal-soal di LKS begitu ya bu?
- G : Iya, Mbak.
- P : Baik, Bu. Mungkin sampai disini dulu wawancaranya. Terimakasih, Bu.
- G : Sama-sama, Mbak. Sukses ya.
- P : Wah, *nggih* Bu. Aamiin.

Interview Transcript 2

Hari, tanggal : Sabtu, 26 April 2014

Jam : 09.05 WIB

Tempat : Kelas VIII C

Responden : Nova Dwi Irawan (Siswa)

P : Peneliti

S : Siswa

P : Halo. Namanya siapa?

S : Nova Dwi Irawan

P : Oke Nova. Boleh ya ditanya-tanya sebentar?

S : Iya boleh.

- P : Nova suka belajar Bahasa Inggris tidak?
 S : Nggak suka hehehe
 P : Loh kenapa?
 S : Ya nggak suka aja. Saya sukanya komputer.
 P : Oh begitu. Tapi tetep mau kan kalau belajar di kelas? Hehehe
 S : Mau kok.
 P : Oke. Menurut kamu Bu Elok kalau ngajar di kelas seperti apa?
 S : Tegas. Kalau ada yang ramai dikit biasanya dimarahi.
 P : Mengajarnya jelas tidak?
 S : Jelas.
 P : Kegiatannya apa saja kalau di kelas?
 S : Ya mengerjakan soal di LKS. Atau kalau nggak diskusi sama teman.
 P : Yang paling susah apa menurut kamu?
 S : Ya paling teks-teks begitu. Soalnya panjang sih jadi susah.
 P : Biasanya teksnya diapain?
 S : Disuruh menganalisis gitu.
 P : Kalau nulis teks?
 S : Pernah sekali.
 P : Teks apa?
 S : *Recount* tentang pengalaman.
 P : Bu Elok kalau ngajar pernah pake media tidak? Misalnya pakai gambar, film, drama?
 S : Belum pernah.
 P : Kalau misalnya belajar pakai media seperti itu gimana menurut kamu?
 S : Suka.
 P : Kenapa?
 S : Menyenangkan.
 P : Oke. Terima kasih ya Nova sudah mau diwawancarai.
 S : Sama-sama.

Interview Transcript 3

- Hari, tanggal : Sabtu, 26 April 2014
 Jam : 09.10 WIB
 Tempat : Kelas VIII C
 Responden : Revi Kristanti (Siswa)

P : Peneliti

S : Siswa

- P : Kita ngobrol sebentar ya? Namanya siapa?
 S : Revi Kristanti
 P : Revi suka belajar Bahasa Inggris tidak?
 S : Suka.
 P : Kenapa?
 S : Karena pengen bisa belajar Bahasa Inggris. Biar bisa ngomong sama orang luar negeri.
 P : Wah keren. Bu Elok kalau mengajar bagaimana?

- S : Sedikit galak.
P : Kalau diajar jelas tidak tapi?
S : Jelas.
P : Biasanya disuruh ngapain sama Bu Elok?
S : Ngerjain buku paket sama LKS.
P : Pakai media pernah tidak?
S : Pakai LCD.
P : LCD nya buat nampilin apa?
S : Biasanya teks-teks gitu.
P : Kalau pakai gambar atau film gitu pernah gak?
S : Belum pernah.
P : Terus pernah belajar *writing* atau *speaking* gitu nggak?
S : Pernah. Disuruh menulis *recount*.
P : Gimana menurut kamu?
S : Susah *Miss*.
P : Susahnya gimana?
S : Soalnya jarang belajar menulis terus susah bikin kalimatnya.
P : Oh begitu. Kalau *speaking*?
S : Ya diskusi-diskusi gitu.
P : Oke. Terimakasih Revi sudah mau diwawancara.
S : Sama-sama *Miss*.

Interview Transcript 4

Hari, tanggal : Sabtu, 26 April 2014

Jam : 09.15 WIB

Tempat : Kelas VIII C

Responden : Dimas Kurniawan

P : Peneliti

S : Siswa

- P : Ini dipegang dulu ya buat direkam.
S : Ya.
P : Namanya siapa?
S : Dimas Kurniawan.
P : Dimas suka belajar Bahasa Inggris tidak?
S : Suka. Sedikit-sedikit.
P : Kok sedikit-sedikit?
S : Karena gampang-gampang susah.
P : Oke. Bu Elok kalau ngajar gimana menurut kamu?
S : Menurut saya Bu Elok tidak seperti guru yang lain.
P : Maksudnya gimana?
S : Bu Elok kalau menerangkan jelas.
P : Terus Bu Elok kalau mengajar pakai media apa? Contohnya seperti gambar sama film.
S : Biasanya kalau gak buku pake multimedia.
P : Multimedia seperti apa?

- S : Proyektor.
P : Pernah disuruh *writing* tidak?
S : Pernah.
P : Tentang apa?
S : Tentang pengalaman.
P : Kalau pas *writing* pake media gambar atau film pernah tidak? Misalnya pas kamu nulis *recount* pake petunjuk gambar gitu.
S : Belum pernah. Yang seperti apa ya *miss*?
P : Misalnya ada gambar orang bangun tidur. Setelah itu ada gambar orang makan, nonton TV, dan seterusnya.
S : Ooh... belum pernah.
P : Jadi pake LKS terus ya?
S : LKS sama buku paket.
P : Menurut kamu belajar Bahasa Inggris yang asyik itu seperti apa sih?
S : Ya mungkin dikelompok-kelompokin gitu.
P : Terus medianya?
S : Pake film mungkin. Eh tapi belum pernah tuh *miss*.
P : Jadi kamu lebih suka pake LKS atau media seperti film, video, gambar gitu?
S : Pake media. Sepertinya menyenangkan.
P : Oke. Terimakasih ya Dimas. Segini aja pertanyaannya.
S : Ya, *Miss*. Sama-sama.

Interview Transcript 5

Hari, tanggal : Jum'at, 16 Mei 2014
Jam : 09.05 WIB
Tempat : Kelas VIII C
Responden : Nova Dwi Irawan (Siswa)

P : Peneliti

S : Siswa

- P : Pendapat kamu gimana soal pembelajaran hari ini?
S : Menyenangkan.
P : Menyenangkannya gimana
S : Mudah dimengerti.
P : Jadi suka nggak kalau belajar seperti tadi?
S : Suka.
P : Menurut kamu tadi ngajarnya kurang gimana?
S : Nggak kurang.
P : Kecepatan gak?
S : Nggak.
P : Oke. Lebih suka belajar kayak tadi atau gimana?
S : Lebih suka belajar kayak tadi.
P : Oke. Tadi ada kesulitan yang dijumpai atau tidak?
S : Ada. Yang menyusun paragraf.
P : Ada saran tidak buat ngajarnya besok-besok?

- S : Nggak. Sudah baik kok.
 P : Kemudian kalau menurut kamu sendiri medianya yang disukai pakai apa?
 Kan besok mau pakai film nih.
 S : Pakai film suka. Presentasi juga suka.

Interview Transcript 6

Hari, tanggal : Jum'at, 16 Mei 2014

Jam : 09.08 WIB

Tempat : Kelas VIII C

Responden : Fitriyani (Siswa)

P : Peneliti

S : Siswa

- P : Menurut kamu pembelajaran hari ini gimana?
 S : Asyik.
 P : Asyiknya gimana?
 S : Ya gitu lah pokoke hehehe
 P : Oke. Kamu seneng gak diajar pake cara kayak tadi?
 S : Seneng. Cepet *mudeng*.
 P : Kan tadi gak disuruh mengerjakan LKS. Lebih seneng yang tadi atau gimana?
 S : Yang tadi suka.
 P : Kemudian tadi ada kesulitan nggak pas ngerjain itu?
 S : Sedikit. Yang nyusun paragraf itu lho *miss*.
 P : Oke. Ada saran tidak buat ngajarnya besok lagi?
 S : Agak kecepeten hehehe.
 P : Oke. Besok kan mau pake film. Seneng gak?
 S : Seneng. Pake diskusi juga seneng.

Interview Transcript 7

Hari, tanggal : Sabtu, 17 Mei 2014

Jam : 09.15 WIB

Tempat : Depan kelas VIII C

Responden : Meta Swasti Naraswari (Kolaborator)

P : Peneliti

K : Kolaborator

- P : Tadi aku ngajarnya gimana, Met?
 K : Udah lumayan. Cuma tadi kamu lupa nutup pembelajarannya.
 P : Wah iya ya? Aku beneran lupa. Mungkin karena saking asyiknya.
 Menurut kamu tadi gimana anak-anaknya? Kalau besok film diputer mereka bisa di handle gak ya?
 K : Bisa lah. Anak-anaknya *manut-manut* kok.
 P : Terus ada saran gak?
 K : Udah kayak tadi aja. Kalau anak-anak ada kesulitan ya emang paling

bagus kalau dibimbing satu-satu gitu.

Interview Transcript 8

Hari, tanggal : Sabtu, 17 Mei 2014

Jam : 09.25 WIB

Tempat : Kelas VIII C

Responden : Elvina Mega V W (Siswa)

P : Peneliti

S : Siswa

P : Menurut kamu tadi pembelajarannya kayak gimana?

S : Sangat menarik untuk dijadikan bahan pembelajaran. Tadi belajar *recount* text menjadi menarik dengan adanya film animasi.

P : Jadi senang gak kalau belajarnya pakai media-media seperti tadi?

S : Sangat senang karena kita bisa sesekali belajar pakai film animasi.

P : Tadi nulis *recount* nya bisa gak? Ada kesusahan?

S : Ya lumayan. Ada kesusahan tapi kan tadi dibantu jadi ya lumayan bisa.

Interview Transcript 9

Hari, tanggal : Sabtu, 17 Mei 2014

Jam : 09.30 WIB

Tempat : Kelas VIII C

Responden : Luqyana Shof'a S (Siswa)

P : Peneliti

S : Siswa

P : Menurut kamu filmnya tadi gimana?

S : Ya bagus sih buat pembelajaran karena dengan bantuan film tadi bisa membantu dalam mengarang.

P : Kemudian kalau kamu sendiri suka nggak kalau belajar pakai media kayak film?

S : Ya saya senang. Bisa membuat kita semangat untuk belajar.

P : Tadi nulis *recount* nya gimana?

S : Sedikit ada kesulitan tapi bisa karena dibimbing juga.

P : Kemudian ada pendapat gak biar pembelajarannya lebih menyenangkan?

S : Ya bisa dipraktekkan yang tadi itu. Dengan menayangkan video-video seperti itu.

Interview Transcript 10

Hari, tanggal : Sabtu, 17 Mei 2014

Jam : 10.00 WIB

Tempat : SMP N 1 Srumbung

Responden : Meta Swasti Naraswari (Kolaborator)

P : Peneliti

K : Kolaborator

- P : Gimana tadi menurutmu?
 K : Lumayan lah, Ras. Anak-anaknya kelihatan tertarik. Ya bagus tadi yang pas dibimbing langsung itu. Filmnya menarik. Ya mungkin memang latihan bikin kalimat-kalimat gitu lebih dibanyakin biar mereka inget terus.

Interview Transcript 11

Hari, tanggal : Jum'at, 23 Mei 2014
 Jam : 09.05 WIB
 Tempat : Kelas VIII C
 Responden : Agustina Dwi P (Siswa)

P : Peneliti

S : Siswa

- P : Pendapat kamu tentang pembelajaran hari ini gimana?
 S : Menyenangkan.
 P : Menyenangkannya gimana?
 S : Karena diputerin film.
 P : Lebih seneng belajarnya nonton film atau gimana kalau kamu? Atau ada media-media lain yang kamu suka gitu.
 S : Lumayan lah, *Miss*.
 P : Tadi ada kesulitan gak?
 S : Sedikit susah membuat *recount*.
 P : Yang susah yang bagian apa?
 S : Ya bikin kalimatnya, *Miss*.

Interview Transcript 12

Hari, tanggal : Jum'at, 23 Mei 2014
 Jam : 09.10 WIB
 Tempat : Kelas VIII C
 Responden : Fany Widya P (Siswa)

P : Peneliti

S : Siswa

- P : Gimana pembelajaran hari ini?
 S : Menyenangkan. Bisa dapat ilmu banyak, bisa belajar sama teman.
 P : Terus kegiatan yang kamu suka hari ini apa?
 S : Membuat teks *recount*.
 P : Kenapa?
 S : Karena ada filmnya yang tentang hewan peliharaan yang lucu.
 P : Kamu senang gak belajarnya kayak tadi?
 S : Senang karena menarik.
 P : Tadi ada yang susah gak?
 S : Susah yang di bagian bikin kalimat-kalimat.
 P : Kalau yang pas nulis *recount*?

S : *Verb 2* nya susah dicari.

Interview Transcript 13

Hari, tanggal : Jum'at, 23 Mei 2014

Jam : 09.15 WIB

Tempat : Depan kelas VIII C

Responden : Meta Swasti Naraswari (Kolaborator)

P : Peneliti

K : Kolaborator

P : Gimana tadi, *Met*?

K : Oke lah, *Ras*. Ya emang kelihatan susah mungkin karena levelnya kamu tambah lagi. Tapi dari situ kan siswa jadi belajar terus gimana cara bikin kalimatnya. Bagus sih yang mereka dikelompokin gitu jadinya mereka bisa saling *share* pendapatnya masing-masing. Bisa belajar bareng gitu jadinya.

Interview Transcript 14

Hari, tanggal : Sabtu, 24 Mei 2014

Jam : 09.05 WIB

Tempat : Kelas VIII C

Responden : Fanika Afrita M (Siswa)

P : Peneliti

S : Siswa

P : Gimana tadi ada kesusahan gak?

S : Lumayan bisa kok, *Miss*. Soalnya dibimbing sama *miss* juga.

P : Jadi sekarang sudah lebih baik belum kalau kamu nulis *recount*?

S : Kayaknya sih udah, *Miss*. Tapi gak tau juga sih, kan yang menilai *Miss* hehehe

Interview Transcript 15

Hari, tanggal : Sabtu, 24 Mei 2014

Jam : 09.05 WIB

Tempat : Kelas VIII C

Responden : Nova Dwi Irawan (Siswa)

P : Peneliti

S : Siswa

P : Gimana Nova sekarang sudah suka belajar Bahasa Inggris?

S : Ya lumayan sih, *Miss* tapi lebih suka komputer hehehe

P : Oke deh kalau gitu. Nulis *recount* nya masih ada kesulitan gak?

S : Gak juga sih, *Miss*. Kan udah latihan terus jadi lumayan biasa. Ya paling emang butuh latihan terus bikin kalimat-kalimatnya.

P : Kalau menurut kamu sendiri film-film kemarin membantu tidak?

S : Lumayan sih. Kan jadi ada ide buat nulis. Kalau pas pertama dulu

bingung mau nulis apa dan gimana hehehe.

Interview Transcript 16

Hari, tanggal : Sabtu, 24 Mei 2014

Jam : 10.00 WIB

Tempat : Depan kelas VIII C

Responden : Meta Swasti Naraswari (Kolaborator)

P : Peneliti

K : Kolaborator

P : Gimana menurutmu tulisannya anak-anak sekarang?

K : Lebih baik lah, Ras. Filmnya membantu banget buat kasih mereka ide buat nulis. Jadinya kejadian-kejadian yang ditulis juga bisa terstruktur. Terus apa yang mereka sampaikan sekarang jadi lebih jelas.

P : Nah kalau buat *attitude* mereka selama di kelas sekarang ini gimana?

K : Bagus juga, Ras. Mereka jadi lebih aktif kalau ada pertanyaan. Artinya kan sekarang mereka jadi lebih PD dengan kemampuan mereka.

Interview Transcript 17

Hari, tanggal : Jum'at, 30 Mei 2014

Jam : 09.05 WIB

Tempat : Kelas VIII C

Responden : Dimas Kurniawan (Siswa)

P : Peneliti

S : Siswa

P : Gimana tadi nulis *recount* nya?

S : Bisa *Miss*.

P : Ada kesulitan tidak?

S : Ya biasa lah *Miss*. Sering lupa ganti *verb* nya aja.

P : Menurut kamu pembelajaran yang kemarin-kemarin membantu gak?

S : Iya *Miss*. Latihannya banyak jadi bisa.

P : Kalau filmnya?

S : Iya juga *Miss*. Bisa ngasih ide. Kan biasanya bingung yang ditulis apa.

P : Kalau sekarang?

S : Sekarang sih lumayan lancar *Miss*.

Interview Transcript 18

Hari, tanggal : Jum'at, 30 Mei 2014

Jam : 09.08 WIB

Tempat : Kelas VIII C

Responden : Early Aprilia (Siswa)

P : Peneliti

S : Siswa

P : Tadi nulis *recount* nya gimana?

S : Lumayan lah *Miss*.

P : Lumayan gimana maksudnya?

S : Lumayan bisa soalnya udah sering bikin jadi biasa.

P : Ada kesulitan gak?

S : Sedikit-sedikit sih *Miss*. Soalnya kadang gak tahu *verb* nya.

P : Tapi akhirnya bisa kan?

S : Bisa *Miss*.

P : Latihan-latihan yang kemarin menurut kamu membantu tidak?

S : Iya.

P : Filmnya gimana?

S : Bagus. Jadi belajarnya lebih menyenangkan. Nggak ngebosenin.

P : Jadi sekarang udah lancar ya kalau suruh nulis *recount*?

S : Insya Allah *Miss*.

APPENDIX F:
THE STUDENTS'
WRITING SAMPLES

Name : Prmas Kurnawan
Grade : VIII C
No : 10

B. Inggris

No. _____
Date. _____

My Activities

I ^vwake up ^{at} on 05.00 am. Then I made a bed ^{and} next took a bath. Then I ^{at} having a breakfast ^{and} wear ^v my uniform. After that, I went to school ^{at} on 06.30 am and arrived ^{at} in the school ^{at} on 06.45 am. I studied in ~~the~~ my class ^{until} reach 11.00 am. Then I ^{took} had a nap and ^{at} have lunch.

Takut akan Tuhan awal dari pengetahuan

@PaperStar

Figure 1: a Sample of Student's Writing in Pre-Test

Write a recount text based on the animated short movie: *Alarm*. Use the chronological order to ease you.

Name : Dimas Kurniawan

Student Number : 10



ALARM

The morning was appear. The ~~was~~ watch was indicated 07.00 am ^o the alarm rang. I was sleepy. I turned off the alarm ~~at~~ with essent ~~fuly~~. I throwed ^{threw} down the alarm, my phone and I struck my radio alarm. Then I brushed my theeth ^h. Next I have ^{v2} a break fast during ^{while} watch ² the TV. Then I wore my school uniform and went to school lazily. This day is ^{v2} a very lazy day.

Figure 2: a Sample of Students' Writing in Cycle 1

Write a recount text based on the animated short movie: *No Light*.

Name : Dimas Kurniawan

Student Number : 10



NO LIGHT

The Alarm rang^{ed} forced me to get up. I prepared ~~for~~^{to} had break-
fast. Then, I watched the TV, when I watched the TV my cell phone
rang and someone called ~~ed~~ me. Then, I ironed my clothes ~~for~~
~~was~~ to ~~go~~ to ~~work~~, but the electricity dead. I went to work, when
I did my task in the computer, suddenly the electricity dead?
So I went to home. At home, I watched the TV but disturb^{ed}
~~from~~ mosquito^s. Suddenly the electricity dead. Next, I sleep^{ed}
with no soundly because the ~~the~~ lamp dead and ~~the~~ mosqu-
ito^s annoyed me.

This day ^{is} ~~was~~ a spitefully day.

Figure 3: a Sample of Students' Writing in Cycle 2

Name : Dimas Kurniawan
Class : VIII C
No : 10

No. _____
Date. _____

My Unforgettable experience

This experience happened when I traveled to Ancol. When I looked at scorpion pirates attraction in Gelanggang Samudera Ancol, I sat in the bottom side of audience tribune. First, the show began normalitely. Suddenly, at middle of the show, I supposed by the water from the show player when he rode the Jetsky. The audience who sat in front me and I were soaking wet by supposed water. My clothes were wet, but the show ^{was} very interesting. I went to home with angry, because my clothes was wet, but I felt so very happy. It was my unforgettable experience.

Kasih itu sabar ©PaperStar

Figure 4: a Sample of Students' Writing in Post Test

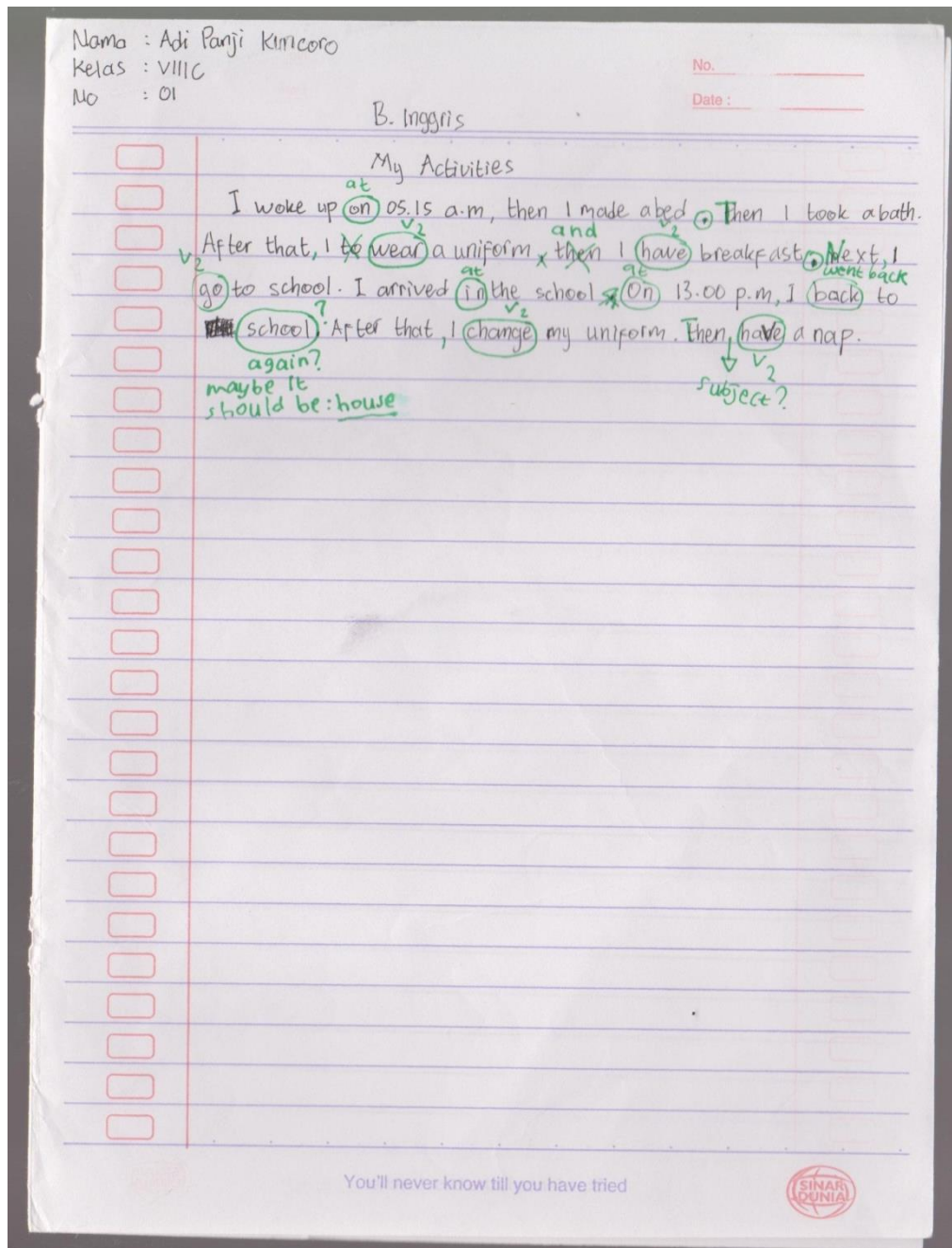


Figure 5: a Sample of Students' Writing in Pre-Test

Write a recount text based on the animated short movie: *Alarm*. Use the chronological order to ease you.

Name : Adi Panji Kuncoro

Student Number : 01



ALARM

This morning ~~was appear~~ I felt so lazy because I was sleepy. The alarm rang. It ^{was} very ~~to~~ annoying. First, I turned off all alarms. Next, I brushed my teeth. After that, I took ^{a bottle of} milk. ~~and~~ After that, I had breakfast while watching TV. Then I wore the uniform ^{to} school. Then I went to school lazily. This day I felt very ~~to~~ annoyed.

Figure 6: a Sample of Students' Writing in Cycle 1

Write a recount text based on the animated short movie: *No Light*.

Name : Adi Panji Kunoro

Student Number : 01



NO LIGHT

This morning, the alarm rang. Then, I woke up and turned off the alarm. Next, I entered the bathroom ^{to brush my teeth} for tooth brush. After that, I opened the refrigerator ^{to take} for took drink. When I watched TV, my cellphone rang and I answered the cellphone. After that, I ironed my clothes ~~for went to office~~, but the electricity ~~dead~~. Next, I went to office to work. When I did the task in the my computer, ~~Suddenly dead~~. After that I went to home. Then I watched TV. There were disturbance mosquitoes. Suddenly, ~~electricity~~ ~~dead~~. After that, I went to sleep and there were disturbance mosquitoes. Next, I turned on flash light and ~~dead~~ ^{kill} the mosquito and ~~to sleep~~ ^{again}. This morning arrived and alarm rang. This day ^{was} very spitufely.

Figure 7: a Sample of Students' Writing in Cycle 2

No. _____
Date: _____

My unforgettable Experience

The experience happened when I traveled to Jakarta and Bandung. The most enjoyable experience was when I visited to Ancol. After the group arrived at Ancol, each student was given a ticket. My friend and I went to Ancol. The second one, we visited Asea Lion performance. Next, I visited Dolphins performance. After that, we visited Four-Dimensional movies. Then, we had lunch and after that, we visited the Ocean Samudra. The last I waited for ~~that~~ Scorpion Pirates. At the Scorpion Pirates, I soaked because I infected the splash of water from the jetsky. Although I was soaked, I was very happy. 10/9

That was the most unpleasant experience when I visited to Jakarta and Bandung.

Name: Adi Panji Kuncoro
class: VIII C
No: 01

You'll never know till you have tried

SINAR DUNIA

Figure 8: a Sample of Students' Writing in Post Test

☐ Nama : Fany Widya Pangestika
☐ Nomor : 17
☐ Kelas : VIII Cke

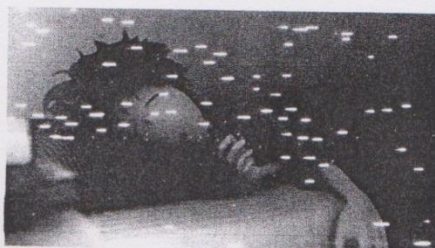
☐ I woke up at 05.30 a.m, then I took a bath, I ^{to}bring² ~~the~~ clothes
☐ ~~at~~ washed machined. After took a bath, I ~~to~~be dressed. Then I
☐ went to family room ~~for~~ breakfast. After ^{that}breakfast, I went to
☐ school at 08.30 a.m.
☐ Arrived~~at~~ ^{the} school, I sat down in classroom. I started ^{to}write a
☐ short story ~~(to)~~ the bell rang. The bell rang at 09.00 a.m. I ~~begin~~ ²
☐ ~~to~~ studied ^{until} ~~(to)~~ 11.15 a.m.

Figure 9: a Sample of Students' Writing in Pre-Test

Write a recount text based on the animated short movie: *Alarm*. Use the chronological order to ease you.

Name : Fany Widya Pangestika

Student Number : 17



ALARM

This morning, I felt so lazy. I was very sleepy, ^{but} my alarm from radio rang, so I turned off that alarm and I slept again. Then, alarm from my phone also rang, so I turned off and I slept again. Suddenly, alarm from my weker rang too. I felt so angry. Then I threw my weker with my revolver. I ^{was} patched angry when ~~at~~ ^{my} alarm rang. I woke up and turned off all alarms. Then, I went to bathroom and brushed my teeth. In my bath alarm rang again and I turned off this alarm.

Second, I put the milk in out my bedroom. Next, I toasted bread, and I waited this bread. Then, I went to the living room ^{because} with my milk and bread toasted. I watched television. Suddenly my alarm rang again, I want to turned off but I down ^{fell} because my bread. I felt very angry. Then I released clock batt.

Then, I went to bathroom and took a bath. My alarm rang again and I threw this clock. I went to bedroom, to wore clothes.

Finally, I went to school lazily.

This morning ^{was a} very terrible day in my experience.

Figure 10: a Sample of Students' Writing in Cycle 1

Write a recount text based on the animated short movie: *No Light*.

Name : Fany Wiaya Pangestika

Student Number : 17



NO LIGHT

This morning, I still sleep^{when}. An alarm^{to} from my handphone rang. Then I turned off it. Suddenly, my hand press^{ed} remote TV, so that TV volume made me shocked.

After that, I brush^{ed} my teeth but tap water off^{when}. Time I sat down, my handphone rang, I answered^{ed} called from my handphone and then my handphone lowbatt.

Time I iron my shirt, lamp in my home off^{ed}. I hurried^{ed} went to the office. In office, I was sleepy. time will saved my wrote, suddenly my computer fast off. Then, I back to home^{when I want to}.

In the home, I watched match football in television. ~~At~~ many mosquito^{es} in beside me. Then, I put medicine mosquito^{es}. Time will hapened goal, lamp in my home off^{ed}.

I went to put flashlight then killed all mosquito^{es}.

^{In the} Morning, I slept in my bedroom. Alarm in my handphone rang. Then, I stole my handphone because I was still sleepy.

This day ^{is} a bad experience because all lamp^s in my house turned off^{ed}.

Figure 11: a Sample of Students' Writing in Cycle 2

No. 17
Date :

Nama : Fany Widya Pangestika
 Nomor : 17
 Kelas : VIII CKE

Me, Brenda, and Brendy

2 years ago, my aunt, Mrs. Erlin, and I went to the pet shop, for adopting a cat. we saw many anggora cat's. From entrance door, I saw a cat with beautiful feathers and white colour. It was so interesting. I said to Mrs. Erlin to bought that cat. She only said "yes".

At home, I played with my cat. I thought to name my cute cat. I named it "Brenda". I loved Brenda. At that time, Brenda already had a friend. His name Brendy.

Everyday is a moment for Brenda, Brendy, and me. This was an unforgettable moment, because if I did not go to the pet shop, I wouldn't found beautiful cats, Brenda and Brendy.

To prevent is better than to cure

VISION

Figure 12: a Sample of Students' Writing in Post Test

APPENDIX G:
THE STUDENTS'
WRITING SCORES

THE STUDENTS' WRITING SCORES IN PRE-TEST

Rater: The researcher

No.	Nama	C	O	V	L U	M	Total Score
1	Adi Panji Kuncoro	17	12	11	15	4	59
2	Agustina Dwi P	23	15	15	18	4	75
3	Anifah	17	14	13	11	4	59
4	Anisa Dwi A	17	14	13	12	3	59
5	Azzahra Jihansari	22	15	15	20	4	76
6	Denok Lestari	22	14	14	14	4	68
7	Devangga Athasata B	20	15	15	18	4	72
8	Devi Aryati	22	15	13	17	4	71
9	Dian Febriana Sari	17	14	13	13	3	60
10	Dimas Kurniawan	16	13	13	13	2	57
11	Early Aprilia	21	17	15	17	3	73
12	Elvina Mega V W	20	13	12	15	3	63
13	Erna Oktariani	20	14	15	13	4	66
14	Faidatul Khasanah	22	14	16	18	3	73
15	Faizah Nurhanif	16	13	13	14	2	58
16	Fanika Afrita M	22	15	15	12	3	67
17	Fany Widya P	22	14	13	15	4	68
18	Fitriyani	17	14	17	11	4	63
19	Hanif Nurrohmah	17	13	13	11	3	57
20	Husni Rahayu	22	15	15	11	4	67
21	Luqyana Shof'a S	17	13	13	13	4	60
22	Muhaimin Alwi	17	14	15	15	3	64
23	Nafichatun R J	16	14	15	12	4	61
24	Nova Dwi Irawan	15	14	14	12	4	59
25	Novia Ciptaningrum	16	14	15	12	3	60
26	Nurul Kharisah	22	14	12	12	3	63
27	Nurussa'idah	15	13	13	12	3	56
28	Puji Rokhanah	15	11	12	12	3	53
29	Revi Kristanti	16	12	12	12	3	55
30	Sisilia Puspita A	18	14	13	12	3	60
31	Supriyanto	15	9	10	11	2	47
32	Wahyu Istanti	18	14	11	11	3	57
	Means	18.50	13.71	13.56	13.56	3.34	62.68

THE STUDENTS' WRITING SCORES IN PRE-TEST

Rater: The collaborator

No.	Nama	C	O	V	L U	M	Total Score
1	Adi Panji Kuncoro	18	11	11	12	3	55
2	Agustina Dwi P	19	12	12	13	3	59
3	Anifah	17	11	11	10	3	52
4	Anisa Dwi A	17	10	10	10	3	50
5	Azzahra Jihansari	18	12	12	12	3	57
6	Denok Lestari	17	10	10	10	3	50
7	Devangga Athasata B	17	12	11	11	3	54
8	Devi Aryati	18	11	11	11	3	54
9	Dian Febriana Sari	17	11	11	10	3	52
10	Dimas Kurniawan	17	10	10	10	3	50
11	Early Aprilia	18	12	12	11	3	56
12	Elvina Mega V W	18	13	12	13	3	59
13	Erna Oktariani	18	11	11	11	3	54
14	Faidatul Khasanah	18	12	12	11	3	56
15	Faizah Nurhanif	17	11	11	11	3	53
16	Fanika Afrita M	19	12	12	12	3	58
17	Fany Widya P	18	11	11	12	3	55
18	Fitriyani	17	11	11	11	3	53
19	Hanif Nurrohmah	17	10	10	10	3	50
20	Husni Rahayu	18	11	11	10	3	53
21	Luqyana Shof'a S	17	10	10	10	3	50
22	Muhaimin Alwi	17	11	10	11	3	52
23	Nafichatun R J	17	10	10	10	3	50
24	Nova Dwi Irawan	17	11	11	11	3	53
25	Novia Ciptaningrum	18	11	11	11	3	54
26	Nurul Kharisah	19	12	12	12	3	58
27	Nurussa'idah	17	11	11	10	3	52
28	Puji Rokhanah	17	11	11	10	3	52
29	Revi Kristanti	18	10	11	10	3	52
30	Sisilia Puspita A	18	11	12	11	3	55
31	Supriyanto	17	10	10	10	3	50
32	Wahyu Istanti	17	11	11	11	3	53
	Means	17.56	11.03	11	10.87	3	53.46

THE FINAL SCORES OF STUDENTS' WRITING IN PRE-TEST

No.	Nama	C	O	V	L U	M	Total Score
1	Adi Panji Kuncoro	17.5	11.5	11	13.5	3.5	57
2	Agustina Dwi P	21	13.5	13.5	15.5	3.5	67
3	Anifah	17	12.5	12	10.5	3.5	55.5
4	Anisa Dwi A	17	12	11.5	11	3	54.5
5	Azzahra Jihansari	20	13.5	13.5	16	3.5	66.5
6	Denok Lestari	19.5	12	12	12	3.5	59
7	Devangga Athasata B	18.5	13.5	13	14.5	3.5	63
8	Devi Aryati	20	13	12	14	3.5	62.5
9	Dian Febriana Sari	17	12.5	12	11.5	3	56
10	Dimas Kurniawan	16.5	11.5	11.5	11.5	2.5	53.5
11	Early Aprilia	19.5	14.5	13.5	14	3	64.5
12	Elvina Mega V W	19	13	12	14	3	61
13	Erna Oktariani	19	12.5	13	12	3.5	60
14	Faidatul Khasanah	20	13	14	14.5	3	64.5
15	Faizah Nurhanif	16.5	12	12	12.5	2.5	55.5
16	Fanika Afrita M	20.5	13.5	13.5	12	3	62.5
17	Fany Widya P	20	12.5	12	13.5	3.5	61.5
18	Fitriyani	17	12.5	14	11	3.5	58
19	Hanif Nurrohmah	17	11.5	11.5	10.5	3	53.5
20	Husni Rahayu	20	13	13	10.5	3.5	60
21	Luqyana Shof'a S	17	11.5	11.5	11.5	3.5	55
22	Muhaimin Alwi	17	12.5	12.5	13	3	58
23	Nafichatun R J	16.5	12	12.5	11	3.5	55.5
24	Nova Dwi Irawan	16	12.5	12.5	11.5	3.5	56
25	Novia Ciptaningrum	17	12.5	13	11.5	3	57
26	Nurul Kharisah	20.5	13	12	12	3	60.5
27	Nurussa'idah	16	12	12	11	3	54
28	Puji Rokhanah	16	11	11.5	11	3	52.5
29	Revi Kristanti	17	11	11.5	11	3	53.5
30	Sisilia Puspita A	18	12.5	12.5	11.5	3	57.5
31	Supriyanto	16	9.5	10	10.5	2.5	48.5
32	Wahyu Istanti	17.5	12.5	11	11	3	55
	Means	18.03	12.37	12.28	12.21	3.17	58.07

THE STUDENTS' WRITING SCORES IN CYCLE 1

Rater: The researcher

No.	Nama	C	O	V	L U	M	Total Score
1	Adi Panji Kuncoro	21	14	11	16	4	66
2	Agustina Dwi P	23	15	16	17	4	75
3	Anifah	21	14	11	13	3	62
4	Anisa Dwi A	22	18	15	21	4	80
5	Azzahra Jihansari	20	15	15	17	3	70
6	Denok Lestari	20	14	13	14	3	64
7	Devangga Athasata B	23	15	14	16	4	72
8	Devi Aryati	23	15	15	17	3	73
9	Dian Febriana Sari	22	15	13	13	3	66
10	Dimas Kurniawan	20	14	14	13	3	64
11	Early Aprilia	22	17	16	17	3	75
12	Elvina Mega V W	21	15	15	18	3	72
13	Erna Oktariani	21	13	14	17	4	69
14	Faidatul Khasanah	23	15	16	17	4	75
15	Faizah Nurhanif	21	15	14	13	3	66
16	Fanika Afrita M	22	15	14	13	3	67
17	Fany Widya P	23	17	17	18	4	79
18	Fitriyani	20	14	17	18	4	73
19	Hanif Nurrohmah	20	14	14	11	3	62
20	Husni Rahayu	21	15	14	13	3	66
21	Luqyana Shof'a S	21	15	14	11	3	64
22	Muhaimin Alwi	22	18	17	18	4	79
23	Nafichatun R J	21	14	13	13	3	64
24	Nova Dwi Irawan	21	15	14	17	3	70
25	Novia Ciptaningrum	21	16	17	14	3	71
26	Nurul Kharisah	21	14	14	16	3	68
27	Nurussa'idah	20	14	13	12	3	62
28	Puji Rokhanah	20	14	14	12	3	63
29	Revi Kristanti	20	14	14	13	3	64
30	Sisilia Puspita A	22	15	15	18	4	74
31	Supriyanto	21	13	14	11	3	62
32	Wahyu Istanti	21	14	14	12	3	64
	Means	21.25	14.84	14.40	14.96	3.31	68.78

THE STUDENTS' WRITING SCORES IN CYCLE 1

Rater: The collaborator

No.	Nama	C	O	V	L U	M	Total Score
1	Adi Panji Kuncoro	21	15	13	17	3	69
2	Agustina Dwi P	24	15	16	20	4	79
3	Anifah	21	13	14	17	3	68
4	Anisa Dwi A	24	17	16	20	4	81
5	Azzahra Jihansari	24	15	16	18	3	76
6	Denok Lestari	23	15	16	16	3	73
7	Devangga Athasata B	24	16	16	20	4	80
8	Devi Aryati	24	17	18	20	4	83
9	Dian Febriana Sari	24	17	18	16	4	79
10	Dimas Kurniawan	21	17	17	19	4	78
11	Early Aprilia	23	17	18	19	4	81
12	Elvina Mega V W	23	17	17	20	4	81
13	Erna Oktariani	24	14	14	20	4	76
14	Faidatul Khasanah	24	15	16	19	4	78
15	Faizah Nurhanif	21	14	14	17	3	69
16	Fanika Afrita M	21	15	16	17	3	72
17	Fany Widya P	24	18	19	21	4	86
18	Fitriyani	21	14	18	21	3	77
19	Hanif Nurrohmah	21	16	14	16	3	70
20	Husni Rahayu	21	15	13	15	3	67
21	Luqyana Shof'a S	21	16	16	15	3	71
22	Muhaimin Alwi	21	14	14	17	3	69
23	Nafichatun R J	21	13	14	15	3	66
24	Nova Dwi Irawan	21	16	14	18	4	73
25	Novia Ciptaningrum	21	16	17	17	4	75
26	Nurul Kharisah	21	16	18	17	4	76
27	Nurussa'idah	21	14	14	17	3	69
28	Puji Rokhanah	21	15	17	16	3	72
29	Revi Kristanti	21	16	17	17	4	75
30	Sisilia Puspita A	24	16	16	20	3	79
31	Supriyanto	21	13	13	17	3	67
32	Wahyu Istanti	21	15	13	17	3	69
	Means	22.12	15.37	15.68	17.84	3.46	74.5

THE FINAL SCORES OF STUDENTS' WRITING IN CYCLE 1

No.	Nama	C	O	V	L U	M	Total Score
1	Adi Panji Kuncoro	21	14.5	12	16.5	3.5	67.5
2	Agustina Dwi P	23.5	15	16	18.5	4	77
3	Anifah	21	13.5	12.5	15	3	65
4	Anisa Dwi A	23	17.5	15.5	20.5	4	80.5
5	Azzahra Jihansari	22	15	15.5	17.5	3	73
6	Denok Lestari	21.5	14.5	14.5	15	3	68.5
7	Devangga Athasata B	23.5	15.5	15	18	4	76
8	Devi Aryati	23.5	16	16.5	18.5	3.5	78
9	Dian Febriana Sari	23	16	15.5	14.5	3.5	72.5
10	Dimas Kurniawan	20.5	15.5	15.5	16	3.5	71
11	Early Aprilia	22.5	17	17	18	3.5	78
12	Elvina Mega V W	22	16	16	19	3.5	76.5
13	Erna Oktariani	22.5	13.5	14	18.5	4	72.5
14	Faidatul Khasanah	23.5	15	16	18	4	76.5
15	Faizah Nurhanif	21	14.5	14	15	3	67.5
16	Fanika Afrita M	21.5	15	15	15	3	69.5
17	Fany Widya P	23.5	17.5	18	19.5	4	82.5
18	Fitriyani	20.5	14	17.5	19.5	3.5	75
19	Hanif Nurrohmah	20.5	15	14	13.5	3	66
20	Husni Rahayu	21	15	13.5	14	3	66.5
21	Luqyana Shof'a S	21	15.5	15	13	3	67.5
22	Muhaimin Alwi	21.5	16	15.5	17.5	3.5	74
23	Nafichatun R J	21	13.5	13.5	14	3	65
24	Nova Dwi Irawan	21	15.5	14	17.5	3.5	71.5
25	Novia Ciptaningrum	21	16	17	15.5	3.5	73
26	Nurul Kharisah	21	15	16	16.5	3.5	72
27	Nurussa'idah	20.5	14	13.5	14.5	3	65.5
28	Puji Rokhanah	20.5	14.5	15.5	14	3	67.5
29	Revi Kristanti	20.5	15	15.5	15	3.5	69.5
30	Sisilia Puspita A	23	15.5	15.5	19	3.5	76.5
31	Supriyanto	21	13	13.5	14	3	64.5
32	Wahyu Istanti	21	14.5	13.5	14.5	3	66.5
	Means	21.68	15.10	15.04	16.40	3.39	71.64

THE STUDENTS' WRITING SCORES IN CYCLE 2

Rater: The researcher

No.	Nama	C	O	V	L U	M	Total Score
1	Adi Panji Kuncoro	21	14	14	17	4	70
2	Agustina Dwi P	24	15	17	19	5	80
3	Anifah	22	14	17	18	4	75
4	Anisa Dwi A	22	16	16	21	4	79
5	Azzahra Jihansari	22	14	16	17	4	73
6	Denok Lestari	21	16	14	17	4	72
7	Devangga Athasata B	22	15	15	18	4	74
8	Devi Aryati	22	15	15	18	4	74
9	Dian Febriana Sari	21	15	13	19	4	72
10	Dimas Kurniawan	21	15	14	18	4	72
11	Early Aprilia	22	17	16	17	4	76
12	Elvina Mega V W	22	17	15	18	4	76
13	Erna Oktariani	22	15	15	19	4	75
14	Faidatul Khasanah	23	15	14	17	3	72
15	Faizah Nurhanif	22	15	14	15	4	70
16	Fanika Afrita M	23	16	14	20	4	77
17	Fany Widya P	22	15	17	19	4	77
18	Fitriyani	21	14	17	17	3	72
19	Hanif Nurrohmah	21	14	15	18	3	71
20	Husni Rahayu	21	14	15	17	3	70
21	Luqyana Shof'a S	21	15	13	18	5	72
22	Muhaimin Alwi	21	17	17	22	4	81
23	Nafichatun R J	21	14	13	17	4	69
24	Nova Dwi Irawan	21	14	14	18	4	71
25	Novia Ciptaningrum	22	15	15	18	4	74
26	Nurul Kharisah	21	15	13	18	4	71
27	Nurussa'idah	21	15	13	18	4	71
28	Puji Rokhanah	21	16	13	18	4	72
29	Revi Kristanti	22	17	14	20	4	77
30	Sisilia Puspita A	22	17	14	19	4	76
31	Supriyanto	22	15	15	19	4	75
32	Wahyu Istanti	22	15	14	18	4	73
	Means	21.68	15.18	14.71	18.18	3.93	73.71

THE STUDENTS' WRITING SCORES IN CYCLE 2

Rater: The collaborator

No.	Nama	C	O	V	L U	M	Total Score
1	Adi Panji Kuncoro	23	16	16	17	4	76
2	Agustina Dwi P	24	17	17	19	5	82
3	Anifah	23	16	16	18	4	77
4	Anisa Dwi A	24	17	17	19	4	81
5	Azzahra Jihansari	23	16	15	17	4	75
6	Denok Lestari	22	17	17	17	4	77
7	Devangga Athasata B	24	17	17	19	4	81
8	Devi Aryati	23	16	16	18	5	78
9	Dian Febriana Sari	23	16	17	18	4	78
10	Dimas Kurniawan	24	17	16	18	4	79
11	Early Aprilia	24	17	16	15	4	76
12	Elvina Mega V W	23	16	17	18	4	78
13	Erna Oktariani	24	17	17	20	4	82
14	Faidatul Khasanah	23	16	17	15	4	75
15	Faizah Nurhanif	24	17	17	16	4	78
16	Fanika Afrita M	24	16	17	19	4	80
17	Fany Widya P	24	17	17	19	4	81
18	Fitriyani	23	16	16	17	4	76
19	Hanif Nurrohmah	23	16	16	18	4	77
20	Husni Rahayu	23	15	16	17	4	75
21	Luqyana Shof'a S	24	16	17	18	4	79
22	Muhaimin Alwi	22	17	16	22	4	81
23	Nafichatun R J	23	15	16	17	4	75
24	Nova Dwi Irawan	22	17	17	18	4	78
25	Novia Ciptaningrum	23	16	16	18	4	77
26	Nurul Kharisah	23	16	17	18	4	78
27	Nurussa'idah	23	16	17	16	4	76
28	Puji Rokhanah	23	15	16	17	4	75
29	Revi Kristanti	23	16	17	20	4	80
30	Sisilia Puspita A	24	17	17	18	4	80
31	Supriyanto	23	16	17	19	4	79
32	Wahyu Istanti	23	15	16	18	4	76
	Means	23.25	16.25	16.53	17.90	4.06	78

THE FINAL SCORES OF STUDENTS' WRITING IN CYCLE 2

No.	Nama	C	O	V	L U	M	Total Score
1	Adi Panji Kuncoro	22	15	15	17	4	73
2	Agustina Dwi P	24	16	17	19	5	81
3	Anifah	22.5	15	16.5	18	4	76
4	Anisa Dwi A	23	16.5	16.5	20	4	80
5	Azzahra Jihansari	22.5	15	15.5	17	4	74
6	Denok Lestari	21.5	16.5	15.5	17	4	74.5
7	Devangga Athasata B	23	16	16	18.5	4	77.5
8	Devi Aryati	22.5	15.5	15.5	18	4.5	76
9	Dian Febriana Sari	22	15.5	15	18.5	4	75
10	Dimas Kurniawan	22.5	16	15	18	4	75.5
11	Early Aprilia	23	17	16	16	4	76
12	Elvina Mega V W	22.5	16.5	16	18	4	77
13	Erna Oktariani	23	16	16	19.5	4	78.5
14	Faidatul Khasanah	23	15.5	15.5	16	3.5	73.5
15	Faizah Nurhanif	23	16	15.5	15.5	4	74
16	Fanika Afrita M	23.5	16	15.5	19.5	4	78.5
17	Fany Widya P	23	16	17	19	4	79
18	Fitriyani	22	15	16.5	17	3.5	74
19	Hanif Nurrohmah	22	15	15.5	18	3.5	74
20	Husni Rahayu	22	14.5	15.5	17	3.5	72.5
21	Luqyana Shof'a S	22.5	15.5	15	18	4.5	75.5
22	Muhaimin Alwi	21.5	17	16.5	22	4	81
23	Nafichatun R J	22	14.5	14.5	17	4	72
24	Nova Dwi Irawan	21.5	15.5	15.5	18	4	74.5
25	Novia Ciptaningrum	22.5	15.5	15.5	18	4	75.5
26	Nurul Kharisah	22	15.5	15	18	4	74.5
27	Nurussa'idah	22	15.5	15	17	4	73.5
28	Puji Rokhanah	22	15.5	14.5	17.5	4	73.5
29	Revi Kristanti	22.5	16.5	15.5	20	4	78.5
30	Sisilia Puspita A	23	17	15.5	18.5	4	78
31	Supriyanto	22.5	15.5	16	19	4	77
32	Wahyu Istanti	22.5	15	15	18	4	74.5
	Means	22.46	15.71	15.62	18.04	4	75.85

THE STUDENTS' WRITING SCORES IN POST TEST

Rater: The researcher

No.	Nama	C	O	V	L U	M	Total Score
1	Adi Panji Kuncoro	26	18	17	21	5	87
2	Agustina Dwi P	26	17	17	21	5	86
3	Anifah	25	17	17	21	4	84
4	Anisa Dwi A	22	15	17	20	4	78
5	Azzahra Jihansari	25	17	17	20	5	84
6	Denok Lestari	24	18	18	21	4	85
7	Devangga Athasata B	21	14	14	18	4	71
8	Devi Aryati	21	15	14	18	4	72
9	Dian Febriana Sari	21	14	13	18	4	70
10	Dimas Kurniawan	23	17	17	21	4	82
11	Early Aprilia	22	16	15	18	4	75
12	Elvina Mega V W	24	17	17	20	4	82
13	Erna Oktariani	23	17	17	21	4	82
14	Faidatul Khasanah	22	15	16	18	4	75
15	Faizah Nurhanif	22	14	14	17	4	71
16	Fanika Afrita M	22	15	14	18	4	73
17	Fany Widya P	23	18	17	21	5	84
18	Fitriyani	22	17	15	18	4	76
19	Hanif Nurrohmah	23	15	17	21	5	81
20	Husni Rahayu	22	16	17	21	5	81
21	Luqyana Shof'a S	22	15	14	19	4	74
22	Muhaimin Alwi	25	18	18	21	5	87
23	Nafichatun R J	22	14	13	16	4	69
24	Nova Dwi Irawan	27	18	18	21	5	89
25	Novia Ciptaningrum	23	16	13	17	4	73
26	Nurul Kharisah	22	17	17	21	5	82
27	Nurussa'idah	22	17	17	21	5	82
28	Puji Rokhanah	22	17	17	21	5	82
29	Revi Kristanti	24	18	18	22	4	86
30	Sisilia Puspita A	24	18	18	22	5	87
31	Supriyanto	22	17	17	18	4	78
32	Wahyu Istanti	22	16	17	16	4	75
	Means	23	16.34	16.15	19.59	4.3	79.4

THE STUDENTS' WRITING SCORES IN POST TEST

Rater: The collaborator

No.	Nama	C	O	V	L U	M	Total Score
1	Adi Panji Kuncoro	26	18	18	22	5	89
2	Agustina Dwi P	23	17	17	20	5	82
3	Anifah	26	19	19	22	4	90
4	Anisa Dwi A	25	18	18	22	5	88
5	Azzahra Jihansari	23	18	17	22	5	85
6	Denok Lestari	23	17	17	22	4	83
7	Devangga Athasata B	25	18	18	22	4	87
8	Devi Aryati	25	18	17	22	4	86
9	Dian Febriana Sari	25	17	18	20	4	84
10	Dimas Kurniawan	26	18	18	19	5	86
11	Early Aprilia	25	17	17	18	5	82
12	Elvina Mega V W	24	17	18	20	5	84
13	Erna Oktariani	24	17	18	19	4	82
14	Faidatul Khasanah	24	18	17	22	4	85
15	Faizah Nurhanif	25	19	19	21	4	88
16	Fanika Afrita M	25	18	19	18	4	84
17	Fany Widya P	24	19	17	20	5	85
18	Fitriyani	23	17	17	18	4	79
19	Hanif Nurrohmah	23	17	17	18	5	80
20	Husni Rahayu	24	18	18	20	5	85
21	Luqyana Shof'a S	24	16	17	17	4	78
22	Muhaimin Alwi	24	18	18	22	5	87
23	Nafichatun R J	25	18	18	17	5	83
24	Nova Dwi Irawan	26	19	19	22	5	91
25	Novia Ciptaningrum	25	17	18	19	4	83
26	Nurul Kharisah	23	17	18	18	5	81
27	Nurussa'idah	23	17	17	18	5	80
28	Puji Rokhanah	23	17	17	18	5	80
29	Revi Kristanti	24	18	18	20	4	84
30	Sisilia Puspita A	23	18	17	21	5	84
31	Supriyanto	23	17	18	18	4	80
32	Wahyu Istanti	22	16	16	16	4	74
	Means	24.15	17.59	17.65	19.78	4.53	83.71

THE FINAL SCORES OF STUDENTS' WRITING IN POST TEST

No.	Nama	C	O	V	L U	M	Total Score
1	Adi Panji Kuncoro	26	18	17.5	21.5	5	88
2	Agustina Dwi P	24.5	17	17	20.5	5	84
3	Anifah	25.5	18	18	21.5	4	87
4	Anisa Dwi A	23.5	16.5	17.5	21	4.5	83
5	Azzahra Jihansari	24	17.5	17	21	5	84.5
6	Denok Lestari	23.5	17.5	17.5	21.5	4	84
7	Devangga Athasata B	23	16	16	20	4	79
8	Devi Aryati	23	16.5	15.5	20	4	79
9	Dian Febriana Sari	23	15.5	15.5	19	4	77
10	Dimas Kurniawan	24.5	17.5	17.5	20	4.5	84
11	Early Aprilia	23.5	16.5	16	18	4.5	78.5
12	Elvina Mega V W	24	17	17.5	20	4.5	83
13	Erna Oktariani	23.5	17	17.5	20	4	82
14	Faidatul Khasanah	23	16.5	16.5	20	4	80
15	Faizah Nurhanif	23.5	16.5	16.5	19	4	79.5
16	Fanika Afrita M	23.5	16.5	16.5	18	4	78.5
17	Fany Widya P	23.5	18.5	17	20.5	5	84.5
18	Fitriyani	22.5	17	16	18	4	77.5
19	Hanif Nurrohmah	23	16	17	19.5	5	80.5
20	Husni Rahayu	23	17	17.5	20.5	5	83
21	Luqyana Shof'a S	23	15.5	15.5	18	4	76
22	Muhaimin Alwi	24.5	18	18	21.5	5	87
23	Nafichatun R J	23.5	16	15.5	16.5	4.5	76
24	Nova Dwi Irawan	26.5	18.5	18.5	21.5	5	90
25	Novia Ciptaningrum	24	16.5	15.5	18	4	78
26	Nurul Kharisah	22.5	17	17.5	19.5	5	81.5
27	Nurussa'idah	22.5	17	17	19.5	5	81
28	Puji Rokhanah	22.5	17	17	19.5	5	81
29	Revi Kristanti	24	18	18	21	4	85
30	Sisilia Puspita A	23.5	18	17.5	21.5	5	85.5
31	Supriyanto	22.5	17	17.5	18	4	79
32	Wahyu Istanti	22	16	16.5	16	4	74.5
	Means	23.57	16.96	16.90	19.68	4.45	81.59

APPENDIX H: ATTENDANCE LIST

ATTENDANCE LIST

Class : VIII C

B: 5 G: 26 Total: 32

Semester : 2

No.	Nama	APRIL 2014	MAY 2014				
		26	16	17	23	24	30
1	Adi Panji Kuncoro	√	√	√	√	√	√
2	Agustina Dwi P	√	√	√	√	√	√
3	Anifah	√	√	√	√	√	√
4	Anisa Dwi A	√	√	√	√	√	√
5	Azzahra Jihansari	√	√	√	√	√	√
6	Denok Lestari	√	√	√	√	√	√
7	Devangga Athasata B	√	√	√	√	√	√
8	Devi Aryati	√	√	√	√	√	√
9	Dian Febriana Sari	√	√	√	√	√	√
10	Dimas Kurniawan	√	√	√	√	√	√
11	Early Aprilia	√	√	√	√	√	√
12	Elvina Mega V W	√	√	√	√	√	√
13	Erna Oktariani	√	√	√	√	√	√
14	Faidatul Khasanah	√	√	√	√	√	√
15	Faizah Nurhanif	√	√	√	√	√	√
16	Fanika Afrita M	√	√	√	√	√	√
17	Fany Widya P	√	√	√	√	√	√
18	Fitriyani	√	√	√	√	√	√
19	Hanif Nurrohmah	√	√	√	√	√	√
20	Husni Rahayu	√	√	√	√	√	√
21	Luqyana Shof'a S	√	√	√	√	√	√
22	Muhaimin Alwi	√	√	√	√	√	√
23	Nafichatun R J	√	√	√	√	√	√
24	Nova Dwi Irawan	√	√	√	√	√	√
25	Novia Ciptaningrum	√	√	√	√	√	√
26	Nurul Kharisah	√	√	√	√	√	√
27	Nurussa'idah	√	√	√	√	√	√
28	Puji Rokhanah	√	√	√	√	√	√
29	Revi Kristanti	√	√	√	√	√	√
30	Sisilia Puspita A	√	√	√	√	√	√
31	Supriyanto	√	√	√	√	√	√
32	Wahyu Istanti	√	√	√	√	√	√

APPENDIX I: PHOTOGRAPHS



The students search for difficult words in the text



The students work in pairs



The students use the dictionary



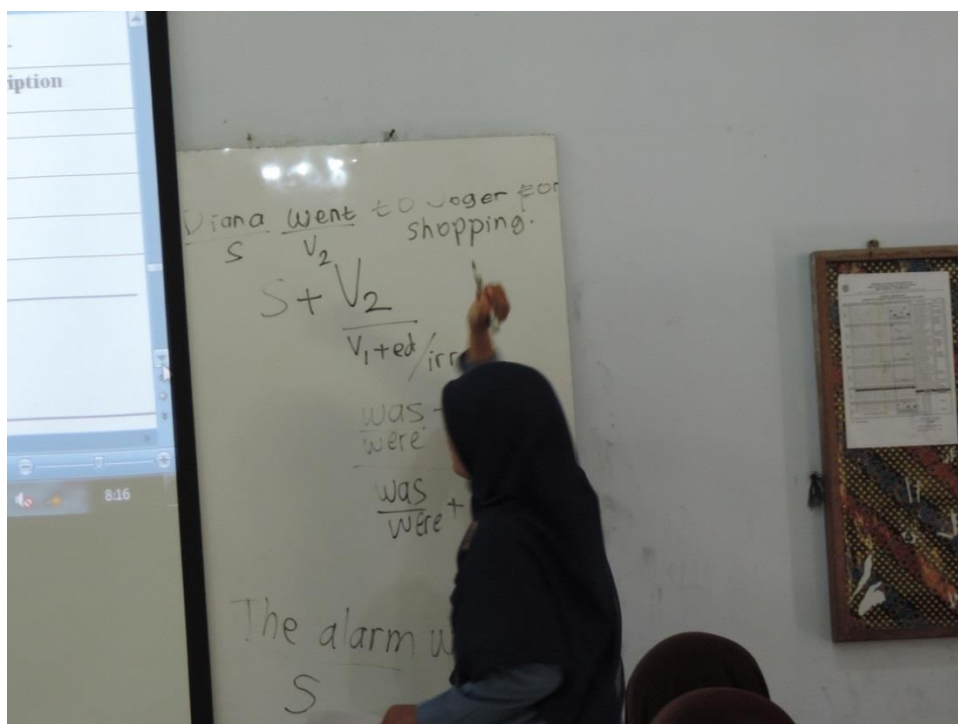
The students work in groups



The researcher provides help and guidance



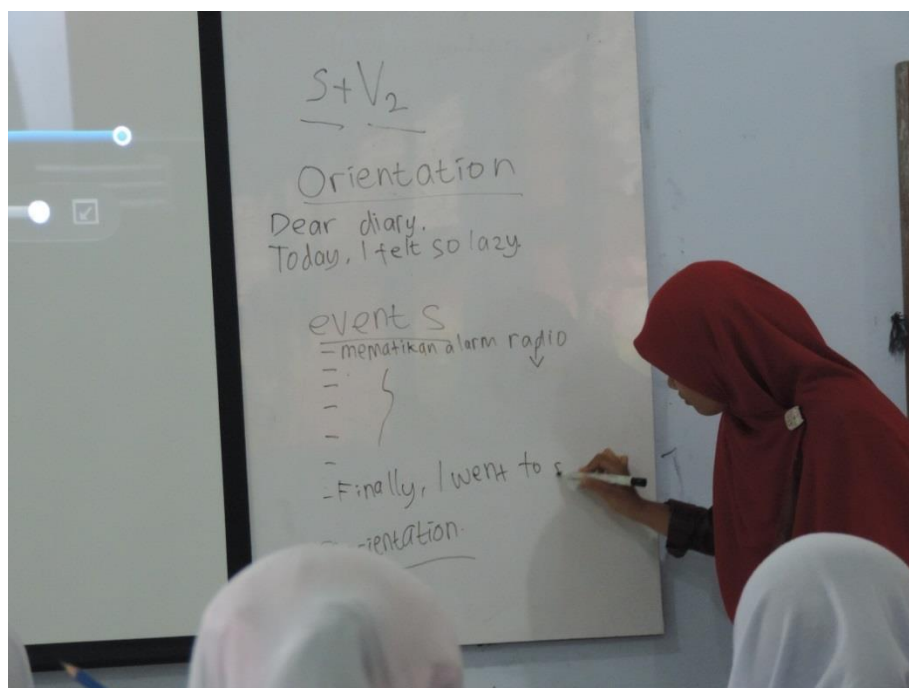
The researcher and the students discuss the task



The researcher gives more explanations



The students watch an animated short movie



The researcher gives some clues related to the animated short movie



The students write their recount text

APPENDIX J:

PERMIT LETTERS



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
<http://www.fbs.uny.ac.id/>

FRM/FBS/33 01
10 Jan 2011

Nomor : 590/UN.34.12/DT/V/2014
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

8 Mei 2014

Kepada Yth.

Gubernur Daerah Istimewa Yogyakarta
c.q. Kepala Bakesbanglinmas DIY
Jl. Jenderal Sudirman No. 5 Yogyakarta
55231

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

IMPROVING WRITING SKILLS FOR STUDENTS OF SMP N 1 SRUMBUNG GRADE VIII THROUGH ANIMATED SHORT MOVIES IN THE ACADEMIC YEAR OF 2013/2014


Mahasiswa dimaksud adalah :

Nama : SARAS DHONA SEPTIA
NIM : 10202244037
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : Mei – Juli 2014
Lokasi Penelitian : SMP N 1 Srumbung

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Kasubbag Pendidikan FBS,


Indun Probo Utami, S.E.



PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
BADAN KESATUAN BANGSA DAN PERLINDUNGAN MASYARAKAT
(BADAN KESBANGLINMAS)
Jl. Jenderal Sudirman No 5 Yogyakarta - 55233
Telepon : (0274) 551136, 551275, Fax (0274) 551137
YOGYAKARTA

Yogyakarta, 9 Mei 2014

Nomor : 074 / 1253 / Kesbang / 2014
Perihal : Rekomendasi Ijin Penelitian

Kepada Yth. :
Gubernur Jawa Tengah
Up. Kepala Badan Penanaman Modal Daerah
Provinsi Jawa Tengah
di

SEMARANG

Memperhatikan surat :

Dari : Dekan Fakultas Bahasa dan Seni UNY
Nomor : 590/UN.12/DT/V/2014
Tanggal : 8 Mei 2014
Perihal : Permohonan Izin Penelitian

Setelah mempelajari surat permohonan dan proposal yang diajukan, maka dapat diberikan surat rekomendasi tidak keberatan untuk melaksanakan penelitian dalam rangka skripsi dengan judul proposal : **"IMPROVING WRITING SKILLS FOR STUDENTS OF SMP N I SRUMBUNG GRADE VIII THROUGH ANIMATED SHORT MOVIES IN THE ACADEMIC YEAR OF 2013/2014"**, kepada:

Nama : SARAS DHONA SEPTIA
NIM : 10202244037
Prodi/Jurusan : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni UNY
Lokasi : SMP N I Srumbung , Provinsi Jawa Tengah
Waktu : Mei – Juli 2014

Sehubungan dengan maksud tersebut, diharapkan agar pihak yang terkait dapat memberikan bantuan / fasilitas yang dibutuhkan.

Kepada yang bersangkutan diwajibkan :

1. Menghormati dan mentaati peraturan dan tata tertib yang berlaku di wilayah riset / penelitian;
2. Tidak dibenarkan melakukan riset / penelitian yang tidak sesuai atau tidak ada kaitannya dengan judul riset / penelitian dimaksud;
3. Melaporkan hasil riset / penelitian kepada Badan Kesbanglinmas DIY.

Rekomendasi Ijin Riset / Penelitian ini dinyatakan tidak berlaku, apabila ternyata pemegang tidak mentaati ketentuan tersebut di atas.

Demikian untuk menjadikan maklum.



Tembusan disampaikan Kepada Yth :

1. Gubernur DIY (sebagai laporan);
2. Dekan Fakultas Bahasa dan Seni UNY;
3. Yang bersangkutan.



PEMERINTAH PROVINSI JAWA TENGAH

BADAN PENANAMAN MODAL DAERAH

Alamat : Jl. Mgr. Soegiopranoto No 1 Telepon : (024) 3547091 – 3547438 – 3541487
Fax : (024) 3549560 E-mail : bpmd@jatengprov.go.id <http://bpmd.jatengprov.go.id>
Semarang - 50131

Semarang, 12 Mei 2014

Nomor : 070/412
Lampiran : 1 (Satu) Lembar
Perihal : Rekomendasi Penelitian

Kepada
Yth. Bupati Magelang
u.p. Kepala Kantor Kesbangpol
Kabupaten Magelang

Dalam rangka memperlancar pelaksanaan kegiatan penelitian bersama ini terlampir disampaikan Rekomendasi Penelitian Nomor 070/1081/04.5/2014 Tanggal 12 Mei 2014 atas nama SARAS DHONA SEPTIA dengan judul proposal IMPROVING WRITING SKILLS FOR STUDENTS OF SMP N 1 SRUMBUNG GRADE VIII THROUGH ANIMATED SHORT MOVIES IN THE ACADEMIC YEAR OF 2013/2014, untuk dapat ditindak lanjuti.

Demikian untuk menjadi maklum dan terimakasih.

KEPALA BADAN PENANAMAN MODAL DAERAH
PROVINSI JAWA TENGAH



Ir. YUNLASTUTI, MA.

Pembina Utama Muda

NIP. 19620621 198709 2 001

Tembusan :

1. Gubernur Jawa Tengah (sebagai laporan);
2. Kepala Badan Kesbangpol dan Linmas Provinsi Jawa Tengah;
3. Kepala Badan Kesbanglinmas Provinsi Daerah Istimewa Yogyakarta;
4. Dekan Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta;
5. Sdr. SARAS DHONA SEPTIA;
6. Arsip,-



PEMERINTAH PROVINSI JAWA TENGAH
BADAN PENANAMAN MODAL DAERAH

Alamat : Jl. Mgr. Soegiopranoto No 1 Telepon : (024) 3547091 – 3547438 – 3541487
Fax : (024) 3549560 E-mail : bpmd@jatengprov.go.id http ://bpmd.jatengprov.go.id
Semarang - 50131

REKOMENDASI PENELITIAN

NOMOR : 070/1081/04.5/2014

- Dasar : 1. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tanggal 20 Desember 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian;
2. Peraturan Gubernur Jawa Tengah No. 74 Tahun 2012 tentang Organisasi dan Tata Kerja Unit Pelaksana Teknis Pelayanan Terpadu Satu Pintu Pada Badan Penanaman Modal Daerah Provinsi Jawa Tengah;
3. Peraturan Gubernur Jawa Tengah No. 67 Tahun 2013 tentang Penyelenggaraan Pelayanan Terpadu Satu Pintu Provinsi Jawa Tengah.

Menimbang : Surat Kepala Badan Kesatuan Bangsa dan Perlindungan Masyarakat Provinsi Daerah Istimewa Yogyakarta Nomor. 074/1253/Kesbang/2014 tanggal 9 Mei 2014, perihal Rekomendasi Izin Penelitian.

Kepala Badan Penanaman Modal Daerah Provinsi Jawa Tengah, memberikan rekomendasi kepada :

1. Nama : SARAS DHONA SEPTIA.
2. Alamat : Jamus Kulon RT 001/RW 007, Kel. Jamuskauman, Kec. Ngluwar, Kabupaten Magelang, Provinsi Jawa Tengah.
3. Pekerjaan : Mahasiswa S1.

Untuk : Melakukan penelitian dalam rangka penyusunan skripsi dengan rincian sebagai berikut :

- a. Judul Penelitian : IMPROVING WRITING SKILLS FOR STUDENTS OF SMP N 1 SRUMBUNG GRADE VIII THROUGH ANIMATED SHORT MOVIES IN THE ACADEMIC YEAR OF 2013/2014.
- b. Tempat / Lokasi : SMP N 1 Srumbung, Provinsi Jawa Tengah.
- c. Bidang Penelitian : Pendidikan Bahasa Inggris.
- d. Waktu Penelitian : Mei – Juli 2014.
- e. Penanggung Jawab : Dra. Jamilah, M.Pd
- f. Status Penelitian : Baru.
- g. Anggota Peneliti : -
- h. Nama Lembaga : Universitas Negeri Yogyakarta.

Ketentuan yang harus ditaati adalah :

- a. Sebelum melakukan kegiatan terlebih dahulu melaporkan kepada Pejabat setempat /Lembaga swasta yang akan di jadikan obyek lokasi;
- b. Pelaksanaan kegiatan dimaksud tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan pemerintahan;
- c. Setelah pelaksanaan kegiatan dimaksud selesai supaya menyerahkan hasilnya kepada Kepala Badan Penanaman Modal Daerah Provinsi Jawa Tengah;
- d. Apabila masa berlaku Surat Rekomendasi ini sudah berakhir, sedang pelaksanaan kegiatan belum selesai, perpanjangan waktu harus diajukan kepada instansi pemohon dengan menyertakan hasil penelitian sebelumnya;
- e. Surat rekomendasi ini dapat diubah apabila di kemudian hari terdapat kekeliruan dan akan diadakan perbaikan sebagaimana mestinya.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Semarang, 12 Mei 2014

KEPALA BADAN PENANAMAN MODAL DAERAH
PROVINSI JAWA TENGAH



Ir. YUNI ASTUTI, MA.

Pembina Utama Muda

NIP. 19620621 198709 2 001



PEMERINTAH KABUPATEN MAGELANG
BADAN PENANAMAN MODAL
DAN PELAYANAN PERIZINAN TERPADU
Jl. Soekarno Hatta No. 20 (0293) 788249 Faks 789549
Kota Mungkid 56511

Kota Mungkid, 14 Mei 2014

Nomor : 070 / 174 / 59 / 2014
Sifat : Amat segera
Perihal : Izin Penelitian

Kepada :
Yth **SARAS DHONA SEPTIA**
Jamuskulon RT 001 RW 007 Desa
Jamuskauman , Kec. Ngluwar Kab. Magelang
di
NGLUWAR

Dasar : Surat Kepala Kantor Kesatuan Bangsa dan Politik Kabupaten Magelang Nomor :
070/397/14/2014 Tanggal 13 Mei 2014, Perihal Kegiatan Riset/Penelitian/PKL di
Kabupaten Magelang.

Dengan ini kami tidak keberatan dan menyetujui atas pelaksanaan Kegiatan Riset/ Penelitian
/PKL di Kabupaten Magelang yang dilaksanakan oleh Saudara :

Nama : **SARAS DHONA SEPTIA**
Pekerjaan : Mahasiswi, UNY
Alamat : Jamuskulon RT 001 RW 007 Desa Jamuskauman , Kec. Ngluwar Kab
Magelang
Penanggung Jawab : **Dr. Jamilah M.Pd**
Lokasi : SMPN 1 Srumbung Kecamatan Srumbung Kabupaten Magelang
Waktu : Mei s.d Juli 2014
Peserta : -
Tujuan : Mengadakan penelitian dengan Judul :
" **IMPROVING WRITING SKILLS FOR STUDENTS OF SMP N 1
SRUMBUNG GRADE VIII THROUGH ANIMATED SHORT MOVIES
IN THE ACADEMIC YEAR OF 2013/2014** "

Sebelum Melaksanakan Kegiatan Penelitian/PKL agar Saudara Mengikuti Ketentuan- ketentuan
sebagai berikut :

1. Melapor kepada Pejabat Pemerintah setempat untuk mendapat petunjuk seperlunya.
2. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan yang berlaku
3. Setelah pelaksanaan kegiatan selesai agar melaporkan hasilnya kepada Kepala Badan
Penanaman Modal dan Pelayanan Perizinan Terpadu Kabupaten Magelang
4. Surat izin dapat dicabut dan dinyatakan tidak berlaku, apabila pemegang surat ini tidak
mentaati / mengindahkan peraturan yang berlaku.

Demikian untuk menjadikan periksa dan guna seperlunya

Plt. KEPALA BADAN PENANAMAN MODAL
DAN PELAYANAN PERIZINAN TERPADU

KABUPATEN MAGELANG

Sekretaris

SULISTYO YUWONO, SH.

Pembina Tk.I

NIP. 19680731 199403 1 009

TEMBUSAN :

1. Bupati Magelang
2. Kepala Badan/ Dinas.Kantor/Instansi terkait